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ABSTRACT

In December of 1983, the Kansas Council of Community College Presidents commissioned a study of former Kansas community college students enrolled in the Kansas Regents Universities. The study was conducted in three parts focusing on the number and characteristics of students moving from Kansas community colleges to state universities; how these students evaluated their experiences at both institutions; the problems they encountered; and their academic performance at the state universities, particularly in comparison to "native" university students. The results showed that: (1) in fall 1983, over 10,000 former community college students were enrolled in the state universities, constituting over 17% of the undergraduate enrollment; (2) most characteristics of the transfer students did not change appreciably between 1979 and 1984, though more recent transfers completed fewer hours at the community college before transferring; (3) overall, students were satisfied with their experiences at both institutions; (4) students did not report major difficulties in transferring, suffering only small losses in credit hours; and (5) "native" university students persisted and graduated at a higher rate than their community college counterparts. The study report includes a lengthy discussion on the limitations of the data and the paradoxical nature of certain findings, along with an agenda for future research. (EJV)

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Students Moving from the Community Colleges to the Public Universities in the State of Kansas:

An Initial Statewide Study

June, 1985

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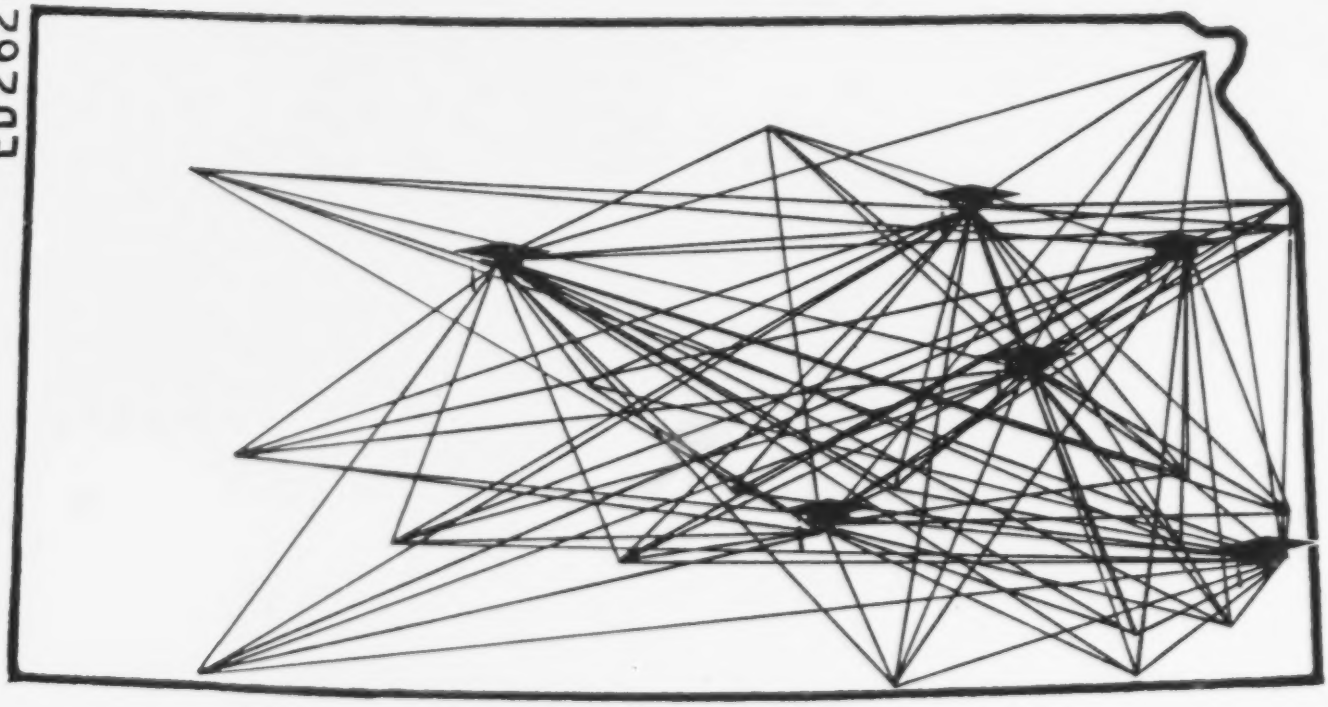

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A Joint Research Study Sponsored by
The Kansas Council of
Community College Presidents
and the Council of
Chief Academic Officers of
the Kansas Regents Universities

STUDENTS MOVING FROM THE COMMUNITY COLLEGES TO THE PUBLIC UNIVERSITIES IN THE STATE OF KANSAS: AN INITIAL STATEWIDE STUDY

A Joint Research Study Sponsored by
the Kansas Council of Community College Presidents
and the Council of Chief Academic Officers
of the Kansas Regents Universities

June, 1985

Office of Institutional Research
Johnson County Community College

FOREWORD

The following is the report of an initial statewide study of students who have moved from the community colleges to the state universities in the State of Kansas.

In order to assist the reader in using this report, it is divided into major sections that are color-coded for easy reference:

The **"Summary of Findings"** includes a brief description of the study and its principal results. This section is recommended for those who are primarily interested in an overview. It is printed on **canary-yellow** paper and immediately follows this foreward.

Additional **introductory materials**, including the table of contents, list of tables and figures, preface, and acknowledgments, explain the sponsorship of the project, the participants, the limitations of the study, and the detailed organization of the report. These pages are **white.**

The **"Study Methodology and Results"** section contains the substance of the report and is itself divided into four sections: the **introduction** is printed on **blue** stock and explains the three part design of the study, the research questions and the definitions used; the methodology and results of **part one** are printed on **ivory** paper; th methodology and results of **part two** on **green**; and the methodology and results of **part three** on **goldenrod.**

Finally, the **"Agenda for Future Research"** and **"Implications"** sections discuss the importance and limitations of the present study and suggest continuation of this initial examination of the movement of community college students to the state universities in Kansas. These sections are printed on **pink** paper.

Questions and concerns regarding this study should be directed to:

Donald S. Doucette
Director, Institutional Research
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210
(913) 469-8500 ext. 3441

SUMMARY OF FINDINGS

The study was conducted in three parts and designed to determine the number and characteristics of students who move from the community colleges to the state universities and technical institute of Kansas and how these have changed over time; student evaluations of both institutions; and the comparative academic performance, progress, graduation and persistence rates of community college transfers and their native university counterparts.

Examination of student data bases at the six state universities and surveys of former community college students enrolled in the universities provided the results of the study.

* Although subject to qualifications due to limitations in the data developed by the study, the number of students moving from the community colleges to the state universities in Kansas was shown to be large and growing. In the fall of 1983, over 10,000 former community college students were enrolled in the state universities, constituting over 17 percent of the undergraduate enrollment. (See pages 7 and 10-21.)

* While most characteristics of these students did not change appreciably from 1979 to 1984, a major change that did occur was that students completed fewer hours at the community college before transferring to the university. The data also suggested that increasing numbers of students with apparent intentions to enroll in state universities began their college careers at a Kansas community college, and that greater percentages of community college students subsequently transferred to state universities. (See pages 8-9 and 22-27.)

* Overall, students were quite satisfied with their experiences at both types of institutions, and their ratings reflected the different characteristics and strengths of the community colleges and state universities. (See pages 29-30 and 32-34.)

* Students did not report major difficulties in transferring from the community college to the university, suffering only small losses in non-transferable credit hours and lower grade point averages. Some students did experience some difficulty in the transition during the first semester at the university, particularly with making ends meet financially; getting effective academic advising; and budgeting time for studies, work, family responsibilities and social activities. (See pages 31 and 35-38.)

* The academic performance, as measured by cumulative grade point average, and progress, as measured by cumulative hours earned toward a degree, of the community college and native university students studied were esssentially the same. (See pages 39-41 and 43-44.)

* However, within the limits of available data, the study found that native university students persisted and graduated at higher rates than their community college counterparts. Those community college transfers who persisted through their first year at the university persisted and graduated at rates quite comparable to native university students, but a substantial number and percent of former community college students left the university before completing their first year. (See pages 41-42 and 45-46.)

* The substantial limitations of the data which constitute the findings of the study and the paradoxical nature of some of the results are discussed at some length in the report. These strongly suggest both that the findings need to be qualified and that future research needs to be conducted to determine more definitively the size and nature of the transfer phenomenon, the effectiveness of the articulation process, and the subsequent success at the state universities of transfers from the Kansas community colleges and elsewhere. (See pages 42 and 47-52.)

Each of these findings is elaborated in the narrative, tables and graphs that follow and constitute the substance of this report.

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PREFACE

Joint Sponsorship

In December of 1983, the Kansas Council of Community College Presidents commissioned the Office of Institutional Research at Johnson County Community College to coordinate a study of former Kansas community college students enrolled in the Kansas Regents universities.

A proposal for the study was approved by the Council of Chief Academic Officers of the Regents universities in March of 1984, and responsibility for implementing the study was passed to the Council of Institutional Research Officers at the universities, with Johnson County Community College coordinating the efforts for the nineteen Kansas community colleges.

As a result, this study is a comprehensive, cooperative effort of the public institutions of higher education in the State of Kansas. Each has supported the study with its resources and cocperation, and the results provide a broad-based overview of students moving from the community colleges to the state universities for the statewide system of public higher education in the State of Kansas.

Limitations of the Data

The conclusions of this study need to be qualified due to limitations of the data upon which they have been drawn. These limitations differed in seriousness and in the degree to which they affected the confidence in which the results of each part of the study were held.

The results of part one of the study were limited by the use of an oversimplified definition of transfer students, necessitated by the complexity of the study and the involvement of numerous institutions with slightly different data bases. Similarly, the fact that the data were drawn from different data bases at the six state universities; that the data were not available for all characteristics at all six state universities; and that improvements in institutions' data bases from fall, 1979 to fall, 1983 jeopardized the comparability of data over time, decreased the confidence with which it was possible to report the results of part one.

Recent improvements in data reporting and data base maintenance at several of the state universities involved in the study caused the most serious qualifications to the results of part one because it was suspected that some of the comparative differences between fall, 1979 and fall, 1983 data -- particularly the very substantial reported growth in the number of transfers -- could be attributed simply to improvements in the data, rather than to actual changes in the characteristics of students reflected in the data.

The limitations of the data in part two were only those typically associated with the results of all survey research. While the forty percent response rate to the survey was generally thought to be quite acceptable, it was insufficient to draw definitive conclusions about student perceptions and evaluations. Also, for several questions, there were too few responses to draw confident conclusions about specific institutions.

The results of part three were those about which it was most difficult to generalize confidently due to the limitations of the data. The principal limitation was that directly comparable longitudinal data was only provided by two of the six universities, and thus the results could not be generalized to the entire state. Also, some of the groups selected by the current design of the study were quite small. Several modifications need to be made in the research design before the results can be accepted with sufficient confidence. (Several suggestions for future research that refer to the limitations of the current research design are discussed in the "Agenda for Future Research" section of this report.)

As a result, only those conclusions deemed by the researchers as clearly supported by the data, and unlikely to be solely related to the effects of the limitations of the data have been made in this report.

Interinstitutional Comparisons

This study was designed to examine the characteristics of the movement of students from community colleges to state universities at the statewide level. The analyses of the results of the study also focused on this phenomenon statewide. The study was not designed to provide comparisons among the institutions involved in the study, and any such comparisons drawn from the data reported by the study are likely to be misleading.

ACKNOWLEDGEMENTS

So many individuals have supported and participated in the study that no report of its results can be made without an acknowledgement of their efforts.

This study was the initiative of the presidents of the Kansas community colleges and the chief academic officers at the Regents universities. Without their sponsorship and leadership, the study could not have been completed.

The institutional research offices at the Regents universities were primarily responsible for the actual conduct of the study, and the success of the study is the direct result of their considerable efforts: Valerie J. Broughton, Wichita State University; Donald L. Buchwald, Kansas Technical Institute; Stephen J. Cosgriff, Fort Hays State University; Jeffrey E. Dutton, formerly of Wichita State University; Terry Purcell, Pittsburg State University; Bill H. Schulte, Emporia State University; Don H. Tarrant, Kansas State University; and Deborah J. Teeter, University of Kansas.

In addition, numerous individuals at the participating institutions contributed significantly to the conduct of the study, including Rick Garvin, Kansas State University; Linda W. Mannering, University of Kansas; Ann Starch, Wichita State University; and the computer services staffs at the Regents institutions.

Finally, this study, itself, is an acknowledgement of the cooperation that exists among individuals at all levels in the public colleges and universities in the State of Kansas.

STUDY METHODOLOGY AND RESULTS

Introduction

This study of former Kansas community college students who subsequently enrolled in one of the state universities in Kansas was conducted in three parts and designed to answer the following research questions:

Part One:

1. How many students move from the Kansas community colleges to the state universities, and how has this number changed in the last five years?

2. What are the characteristics of these students, and have they changed?

The student data bases at the six state universities and the technical institute were examined for fall, 1979 through spring, 1984 to provide answers to these questions.

Part Two:

3. How do these students evaluate their experiences at both the community colleges and state universities? Were they satisfied? What problems, if any, did they encounter?

Surveys of former Kansas community college students enrolled in the state universities in fall, 1984 were conducted to answers these questions.

Part Three:

4. How well do former community college students perform academically at the state universities, particularly in comparison to "native" university students?

A longitudinal study of selected groups of native university and community college transfer students was conducted by analysis of student records at the state universities to answer this question.

The following sections contain additional details regarding the design and methodology of each part of the study.

Definitions

The term "transfer student" has been used sparingly in this report, and only in reference to former Kansas community college students selected in the study groups specified in part three. Although this project was originally conceived of as a "transfer study," the term has been avoided because it was the consensus of the research group that the term "transfer student" implied an orderly and traditional pattern of attendance that could not be assumed for all students identified in the study.

For a variety of methodological reasons related to the differences among the state universities' data bases and the need for simplicity in definition, the students identified as "transfer students" in parts one and two, the major descriptive parts of the study, were defined as follows:

> all students enrolled in a state university who listed a Kansas community college as the "institution last attended."

Part one of the study, then, treated all students who identified a Kansas community college as the institution last attended the same, including students who may have attended only a single course as high school, summer session or part-time evening students prior to university entrance, as well as students with substantial full-time community college experiences. As a result, the study counted students who might not be considered traditional "transfer students." On the other hand, this definition excluded students who may have had considerable community college experience but who had intervening experiences at another college or university. It was the consensus of the research group that for broad descriptive purposes, the inclusion of some questionable community college transfer students was balanced by the exclusion of legitimate transfer students.

Similarly, the students surveyed in part two of the study were all those enrolled in the state universities in fall, 1984 who had listed a Kansas community college as the last institution that they had attended prior to enrolling in the university, and did not necessarily contain only typical "transfer students" or all legitimate transfer students.

Thus, for the general, descriptive purposes of this study, "transfer students" were former Kansas community college students who were identified as having moved to a state university in Kansas and enrolled during any semester between fall, 1979 and fall, 1984 inclusive.

Other definitions of groups of students studied that were used in the more focused, longitudinal analysis that comprises part three of the study are described in detail in that section of the report.

Part One

Methodology

Each state university identified all enrolled students who had indicated that a Kansas community college was the last educational institution that they had attended prior to enrolling in the university. Each state university then provided selected demographic and academic characteristics for these students for ten semesters from fall, 1979 through spring, 1984, including the following: sex, age, ethnic/racial category, level, university college/school, transfer credit hours, composite ACT scores, credit hours completed at the university, and university grade point average.

Results

Caution: As noted in the "Limitations of the Data" section, the data upon which the following conclusions were based may have been "better," or more inclusive, in fall, 1983 than in fall, 1979. Thus, some part of the growth noted here may have been the result of improvements in reporting and data maintenance. Nonetheless, since it was impossible to determine how much, if any, of the substantial growth in the number of former community college students enrolled in the state universities reported below was due to improvements in the data, the following conclusions were drawn that were supported by the available data.

1. A major finding of part one of the study was that the phenomenon of community college students continuing their higher education at state universities in Kansas was large and grew substantially from fall, 1979 to fall, 1983.

   * Over 10,000 former Kansas community college students were enrolled in the state's universities in the fall, 1983. (See Table 1.)

   * These former community college students accounted for over 17 percent of the total undergraduate enrollment of the state universities. (See Table 2.)

   * The number of Kansas community college students moving to the state universities increased 74.1 percent from fall, 1979 to fall, 1983. (See Tables 3 and 4; and Figures 1-8.)

2. Available data suggested that students moving from the Kansas community colleges to the state universities were slightly younger, earned somewhat higher ACT scores and took heavier loads at the university in fall, 1983 than in fall, 1979. Yet the overall magnitude of these changes was small, and the overall trends were not necessarily supported by data at each institution.

   * The average age of former Kansas community college students enrolled in the state universities decreased slightly from 24.0 years to 23.2 years from fall, 1979 to fall, 1983. (See Table 5.)

   * Their average composite ACT scores increased just over seven percent from 18.8 to 20.2, during a time when average ACT scores actually declined nationwide and remained stable in Kansas. However, limited data for fall, 1979 limits the generalizability of this trend. (See Table 6.)

   * The average number of credit hours these students completed each semester at the university increased approximately 10 percent, from 11.3 credit hours during the fall of 1979 to 12.4 credit hours during the fall of 1983, though much of this increase occurred at one institution. (See Table 9.)

   * The grade point averages earned by these former community college students at the state universities did not change appreciably during the 1979 to 1983 period, but they remained in the "B minus" range, which was approximately the average for all undergraduate students enrolled in the state universities. (See Table 7.)

3. The data also suggested that increasing numbers of students with apparent intentions to enroll in state universities began their college careers at Kansas community colleges, and that greater percentages of community college students subsequently transferred to state universities.

   * While the number of former Kansas community college students enrolled in the state universities increased over 74 percent (4,296 students) from fall, 1979 to fall, 1983, the number of students enrolled in the community colleges themselves increased only 23 percent (7,746 students) during the same time period.

   * The average number of credit hours completed at the community college and transferred to the state university dropped 18.2 percent from fall, 1979 to fall, 1983 (40.2 credit hours transferred to 32.9 credit hours; see Table 8) -- supporting the conclusion that students with intentions to enroll at the university increasingly began their college careers at the community college and completed, on the average, the equivalent of slightly more than one academic year before moving on to the university.

* Data obtained for one of the state universities indicated that the fact that former Kansas community college students were younger, scored higher on ACT tests, completed fewer credit hours at the community college and took heavier loads at the state university may have been influenced by a substantial increase in the number of self-identified, university-affiliated students taking a limited number of courses at the community college during summer sessions and in high school prior to university attendance in order to accelerate their progress toward a bachelor's degree.

Again, limitations previously noted concerning the data may also have influenced the trends identified as the results of stage one of the study.

Table 1

NUMBER OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS
ENROLLED IN STATE UNIVERSITIES, FALL 1983

Former Community College	Number Enrolled at: University of Kansas Fall 1983	Kansas State Univ. Fall 1983	Wichita State Univ. Fall 1983	Emporia State Univ. Fall 1983	Pittsburg State Univ. Fall 1983	Fort Hays State Univ. Fall 1983	Kansas Tech. Inst. Fall 1983	TOTAL
Allen CCC	48	69	25	42	71	5	2	262
Barton CCC	76	189	62	16	12	141	2	498
Butler CCC	37	138	461	96	13	10	1	756
Cloud CCC	41	381	39	28	7	60	21	577
Coffeyville CC	39	89	40	16	77	7	0	268
Colby CC	37	202	29	8	5	147	6	434
Cowley CCC	42	74	125	18	4	5	0	268
Dodge City CC	43	172	65	15	2	100	2	399
Fort Scott CC	56	95	31	8	125	3	1	319
Garden City CC	46	132	45	23	7	81	2	336
Highland CC	79	255	9	40	6	1	2	392
Hutchinson CC	144	347	288	53	13	70	9	924
Independence CC	42	86	45	33	63	1	0	270
Johnson CCC	1805	807	39	115	84	6	0	2856
Kansas City CC	446	165	35	39	27	5	4	721
Labette CC	35	46	23	11	126	3	0	244
Neosho CCC	37	46	24	21	71	3	0	202
Pratt CCC	32	115	72	10	6	46	0	281
Seward CCC	29	55	26	4	1	23	0	138
TOTAL	3114	3463	1483	596	720	717	52	10145

Table 2

PERCENTAGE OF STATE UNIVERSITY UNDERGRADUATE ENROLLMENT
ORIGINATING AT KANSAS COMMUNITY COLLEGES, FALL 1983

State University	Total Number of Undergraduates	Total Number of Former Kansas Community College Students	Percentage of Undergraduate Enrollment from Kansas Community Colleges
Univ. of Kansas	17488	3114	17.8%
Kansas State Univ.	14890	3463	23.3
Wichita State Univ.	12874	1483	11.5
Emporia State Univ.	4056	596	14.7
Pittsburg State Univ.	3946	720	18.2
Fort Hays State Univ.	3862	717	18.6
Kansas Technical Inst.	710	52	7.3
TOTAL	57826	10145	17.5%

Table 3

PERCENT CHANGE IN NUMBER OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1979-1983

State University	Former Kansas Community College Students Fall 1979	Former Kansas Community College Students Fall 1983	Percent Change Fall 1979-1983
Univ. of Kansas	1310	3114	+137.7%
Kansas State Univ.	1874	3463	+84.8
Wichita State Univ.	1171	1483	+26.6
Emporia State Univ.	543	596	+9.8
Pittsburg State Univ.	266[1]	720	+170.7
Fort Hays State Univ.	633[2]	717	+13.3
TOTAL	5797	10093	+74.1%

Notes: 1. Data for former Kansas community college students enrolled at Pittsburg State University in fall, 1979 were not available. The most recent available figure for fall, 1981 (266) was substituted for fall, 1979 to allow calculation of total fall, 1979 enrollment and total percent change for fall, 1979-1983. This figure probably underestimated the number of community college students enrolled in the fall, 1981 due to the recent implementation of a new student data base.

2. Data for former Kansas community college students at Fort Hays State University in fall, 1979 were not available, so data for fall, 1980 were substituted here and on following tables.

Table 4

PERCENT CHANGE IN NUMBER OF STUDENTS ENROLLING IN STATE UNIVERSITIES FROM KANSAS COMMUNITY COLLEGES, FALL 1979-1983

Former Community College	Total Enrolled in State Universities Fall 1979[1]	Fall 1983	Percent Change Fall 1979-1983
Allen CCC	178	260	+46.1%
Barton CCC	293	496	+69.3
Butler CCC	522	755	+44.6
Cloud CCC	311	556	+78.8
Coffeyville CC	214	268	+25.2
Colby CC	345	428	+24.1
Cowley CCC	135	268	+98.5
Dodge City CC	284	397	+39.8
Fort Scott CC	156	318	+103.8
Garden City CC	242	334	+38.0
Highland CC	120	390	+225.0
Hutchinson CC	738	915	+24.0
Independence CC	160	270	+68.8
Johnson CCC	1185	2856	+141.0
Kansas City CC	424	717	+69.1
Labette CC	95	244	+156.8
Neosho CCC	121	202	+66.9
Pratt CC	169	281	+66.3
Seward CCC	105	138	+31.4
TOTAL	5797	10093	+74.1%

Note: 1. Data for students enrolled at Pittsburg State University and Fort Hays State University in fall, 1979 were not available. Data for fall, 1981 have been substituted for Pittsburg State, and for fall 1980 for Fort Hays State, to allow calculation of percentage change for all institutions.

Figure 1

Total Number of Former Kansas Community College Students Enrolled at State Universities in Kansas, Fall 1979–83

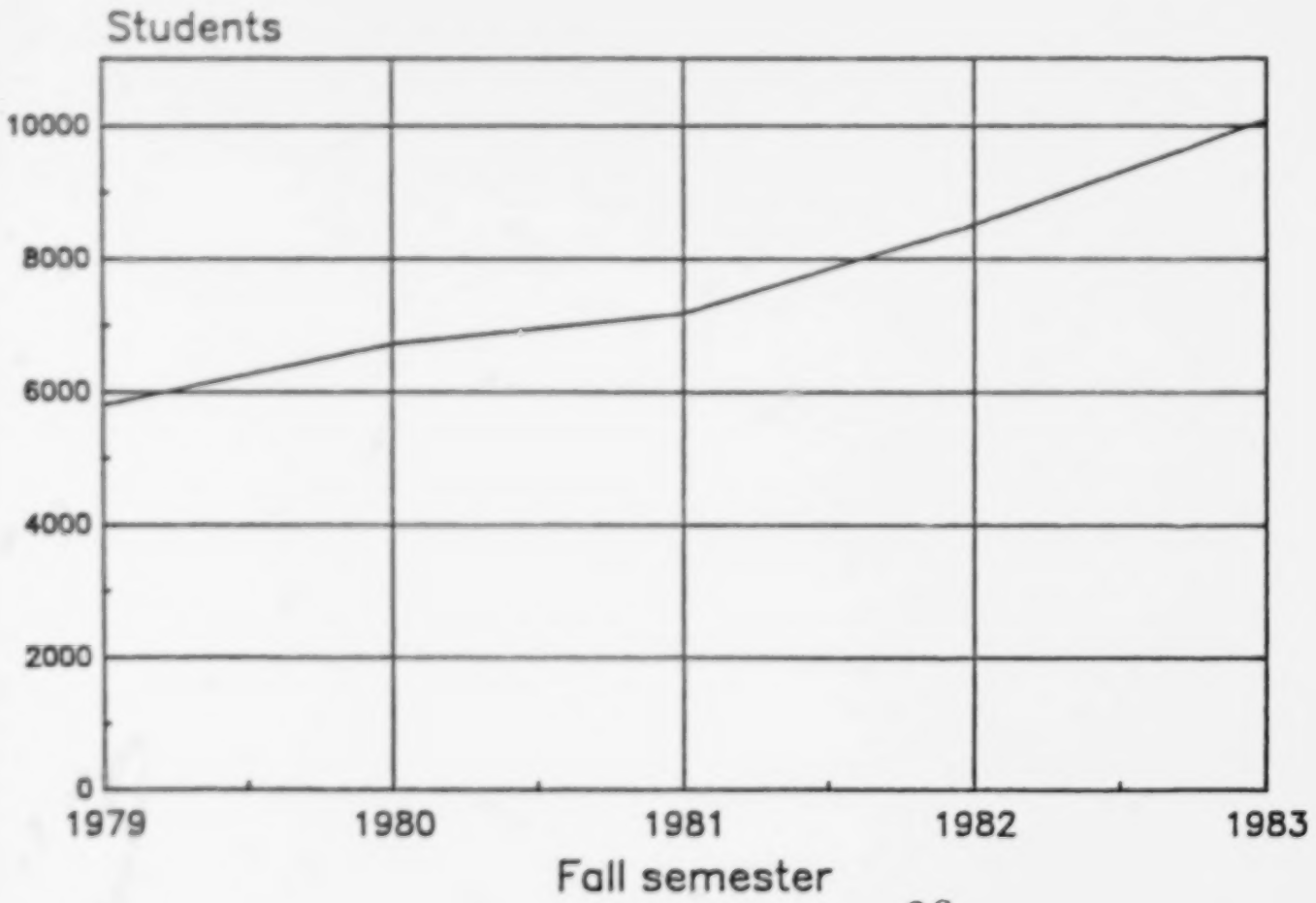


Figure 2

Number of Former Kansas Community College Students Enrolled at Selected State Universities, Fall 1979–83

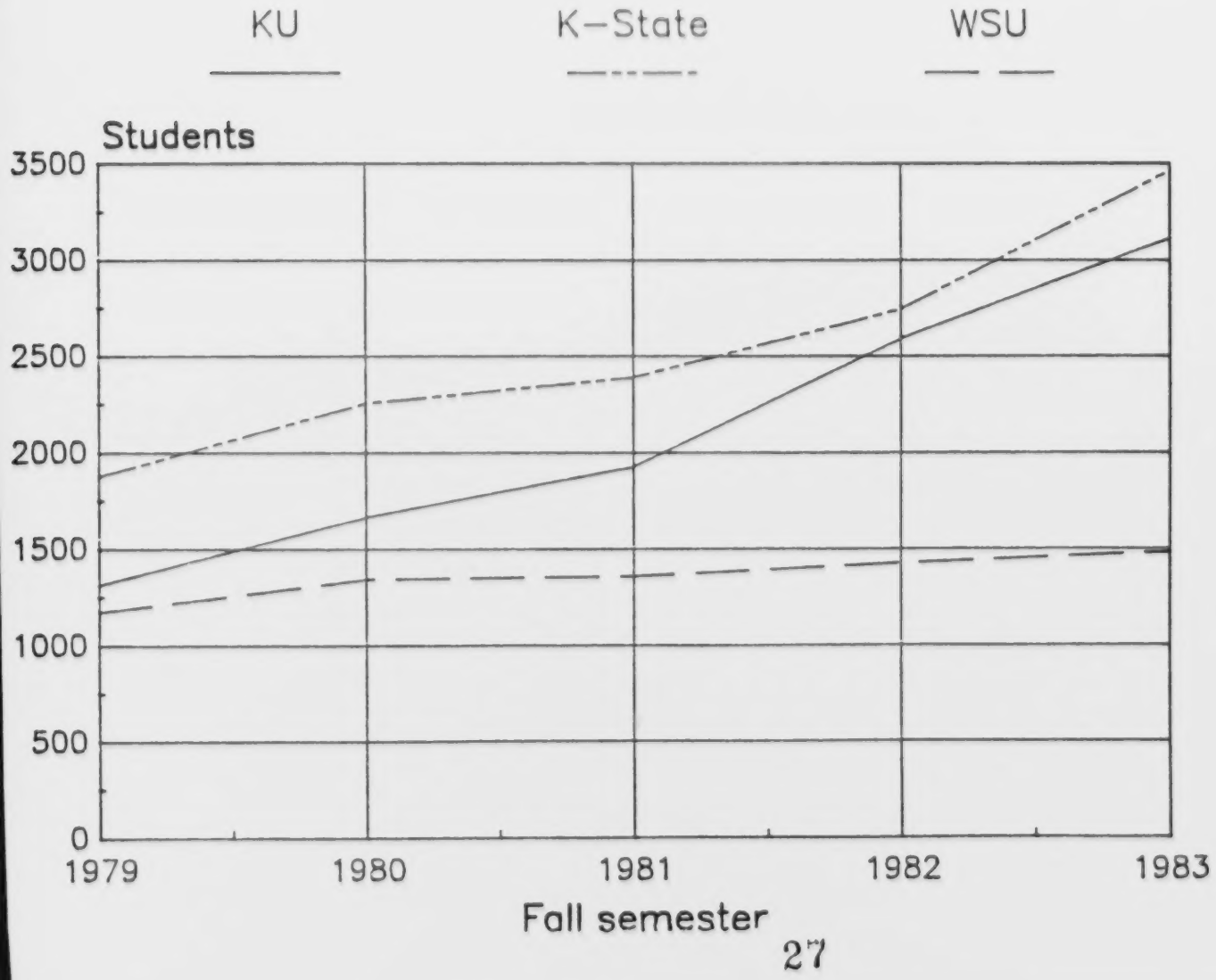


Figure 3

Number of Former Kansas Community College Students Enrolled at Selected State Universities, Fall 1979–83

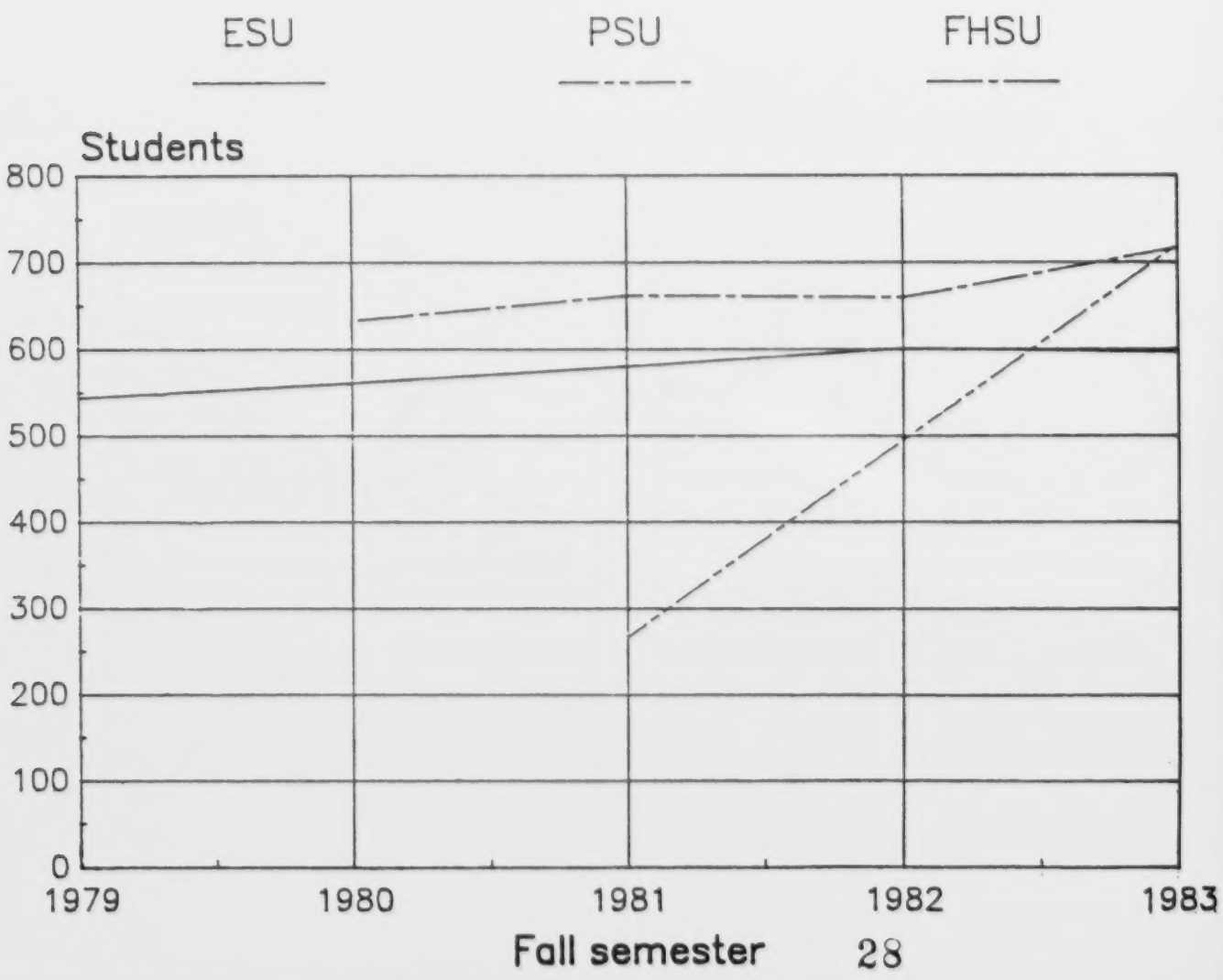


Figure 4

Number of Students Enrolled in State Universities in Kansas From Selected Kansas Community Colleges, Fall 1979–83

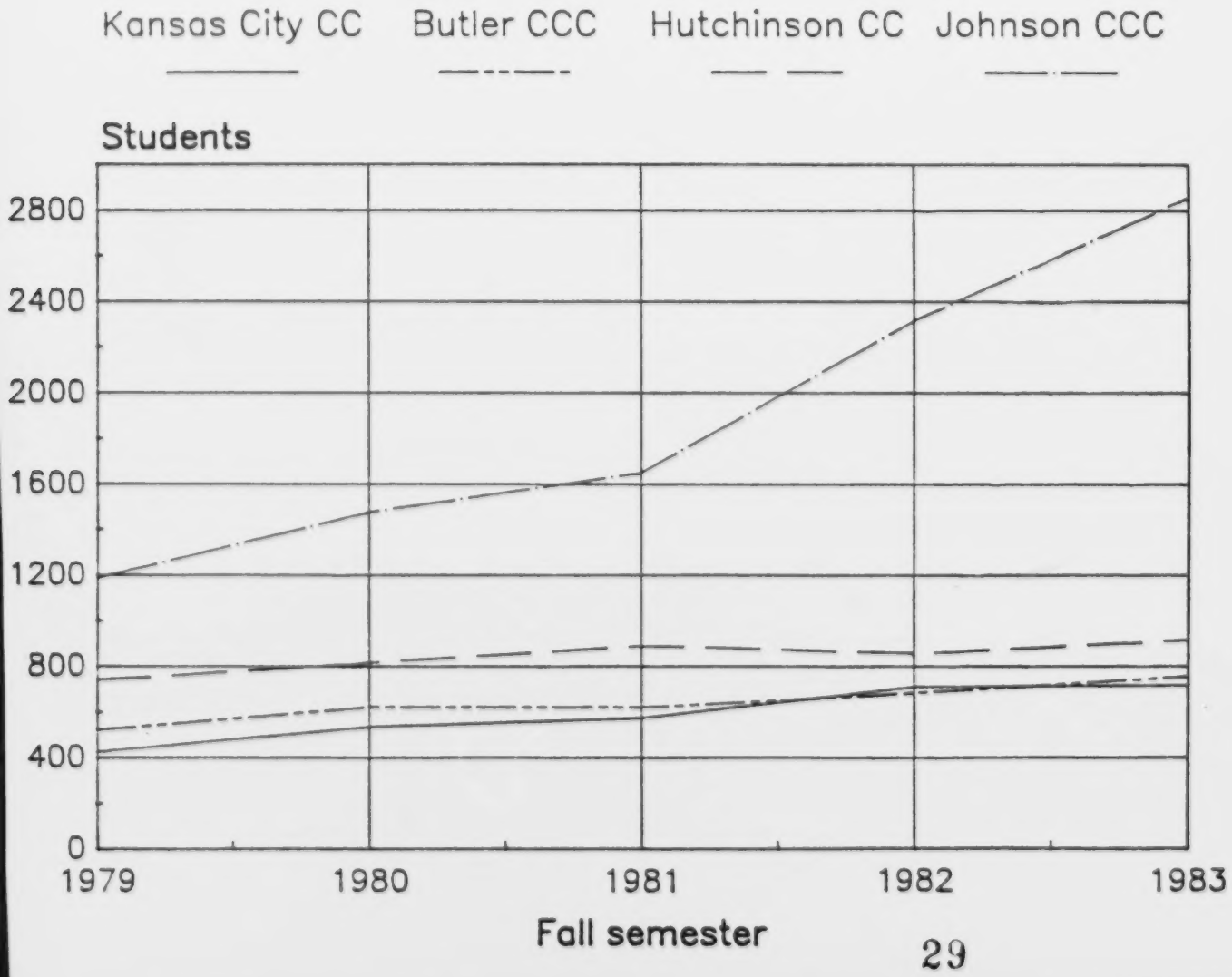


Figure 5

Number of Students Enrolled in State Universities in Kansas From Selected Kansas Community Colleges, Fall 1979–83

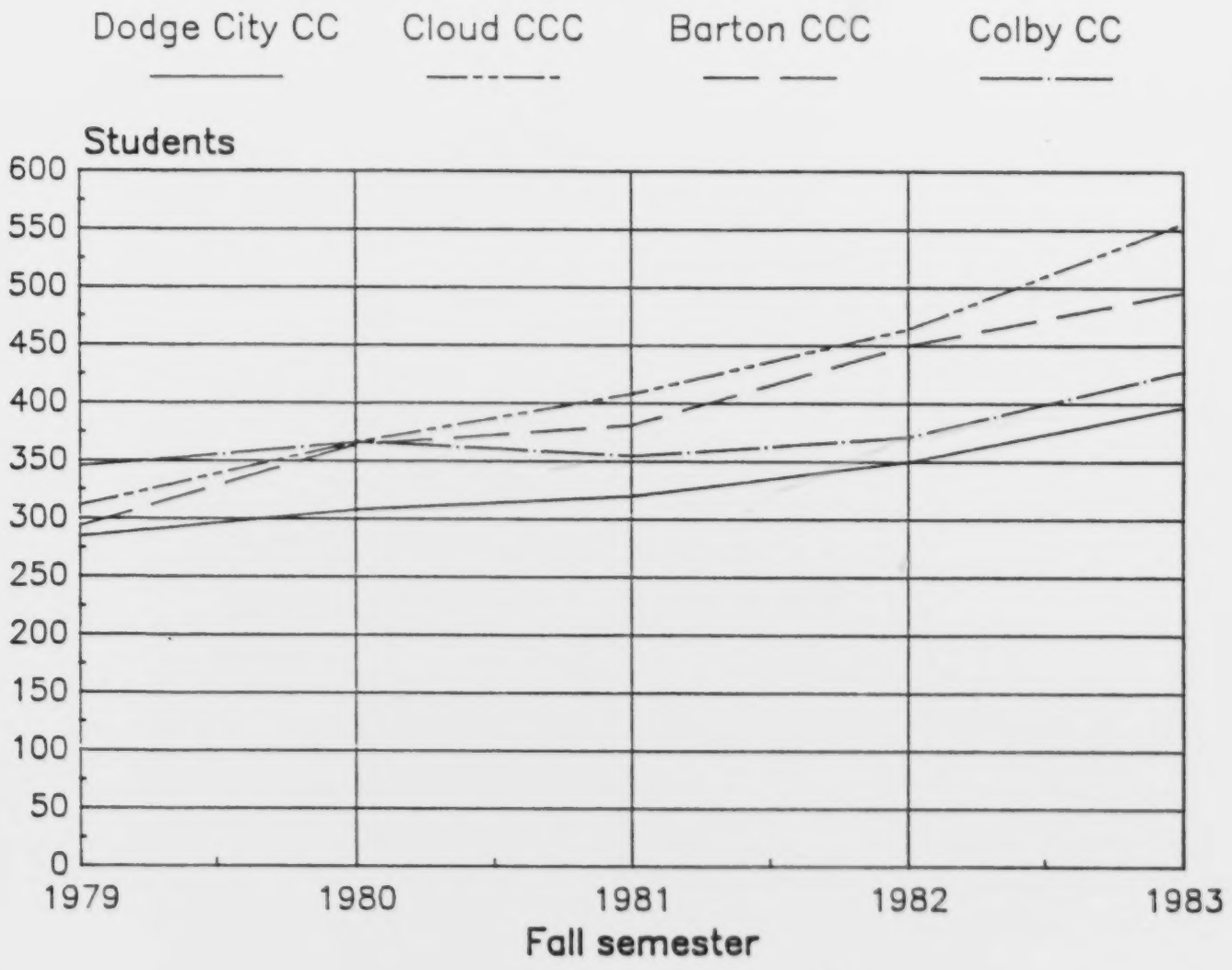


Figure 6

Number of Students Enrolled in State Universities in Kansas From Selected Kansas Community Colleges, Fall 1979–83

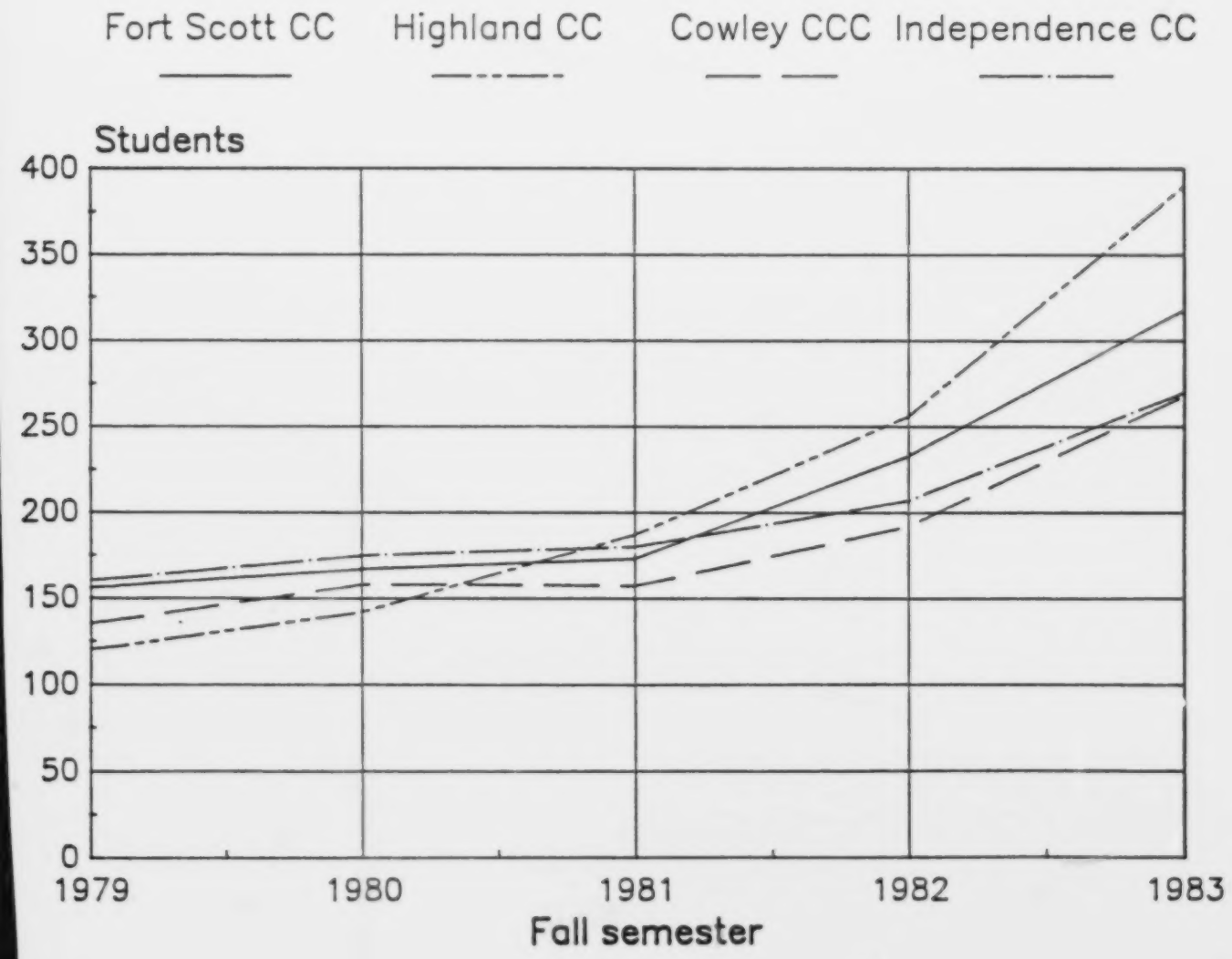


Figure 7

Number of Students Enrolled in State Universities in Kansas From Selected Kansas Community Colleges, Fall 1979–83

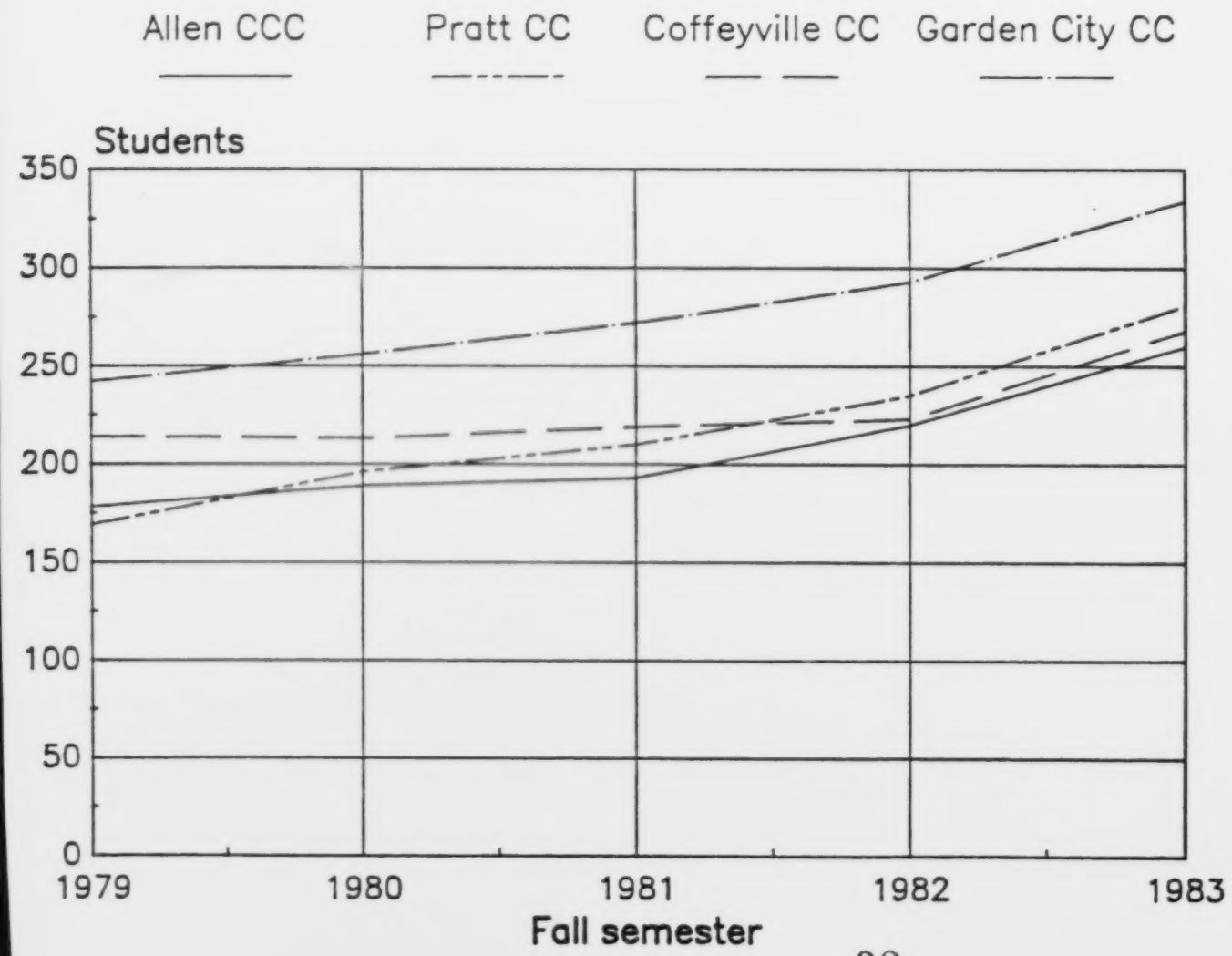


Figure 8

Number of Students Enrolled in State Universities in Kansas From Selected Kansas Community Colleges, Fall 1979–83

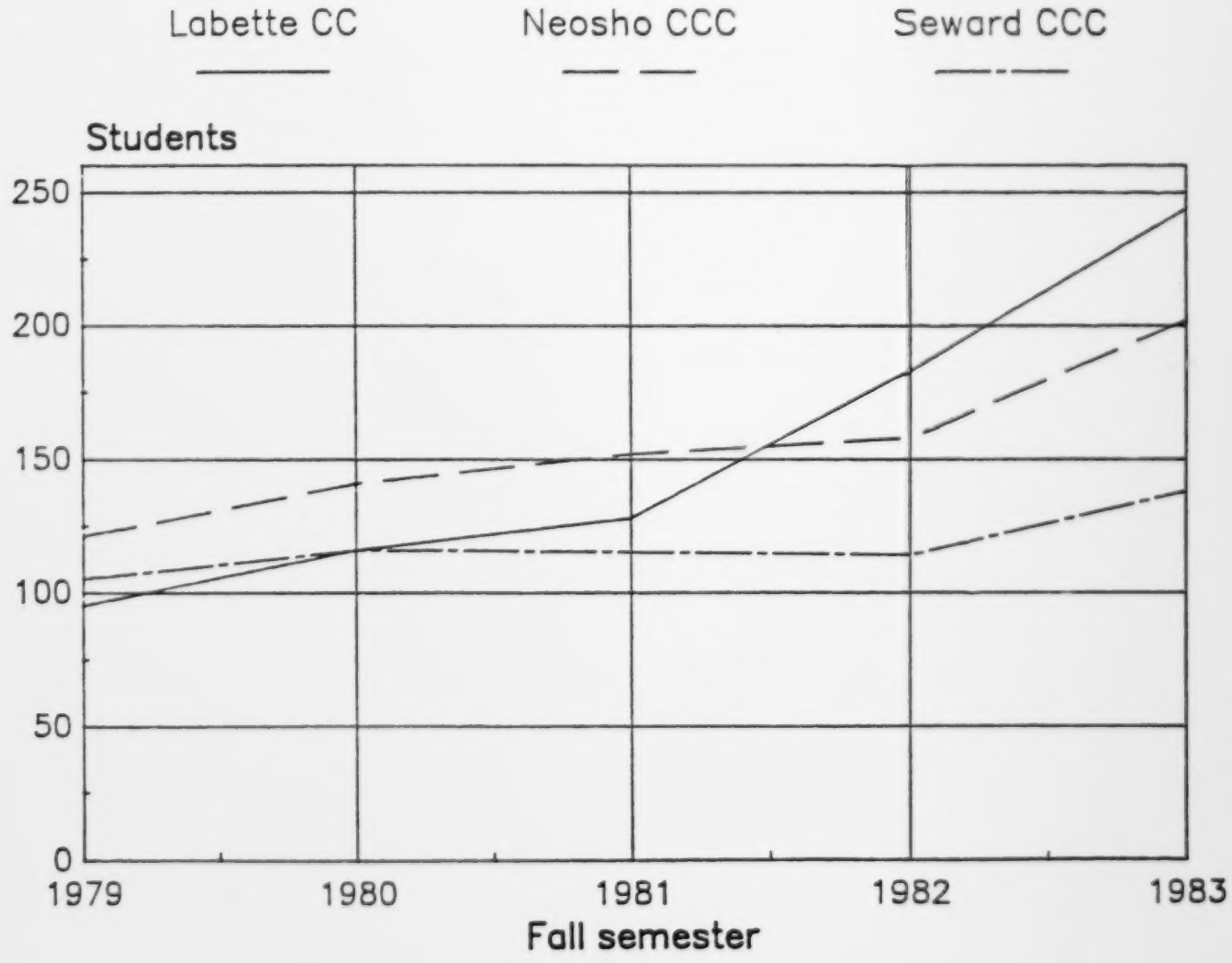


Table 5

AVERAGE AGE OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED AT STATE UNIVERSITIES, FALL 1979-1983

	Average Age Fall 1979	Average Age Fall 1983	Percent Change Fall 1979-1983
At State University:			
Univ. of Kansas	22.3	22.7	+1.8%
Kansas State Univ.	nd[1]	22.4	--
Wichita State Univ.	25.0	25.9	+3.6
Emporia State Univ.	26.7	23.5	-12.0
Pittsburg State Univ.	nd	23.0	--
Fort Hays State Univ.	23.3[2]	23.5	+0.9
Kansas Technical Inst.	nd	25.6[4]	--
OVERALL[3]	24.0	23.2	-3.3%
From Kansas Community College:			
Allen CCC	24.7	23.7	-4.0%
Barton CCC	23.9	23.6	-1.3
Butler CCC	26.1	26.0	-0.4
Cloud CCC	23.8	22.5	-5.5
Coffeyville CC	23.9	23.2	-2.9
Colby CC	23.8	23.5	-1.3
Cowley CCC	24.8	23.2	-6.5
Dodge City CC	22.9	22.5	-1.7
Fort Scott CC	23.5	22.6	-4.0
Garden City CC	23.4	23.2	-0.9
Highland CC	24.3	22.3	-8.2
Hutchinson CC	24.0	23.6	-1.7
Independence CC	25.4	23.0	-9.4
Johnson CCC	22.9	22.5	-1.7
Kansas City CC	24.0	23.8	-0.8
Labette CC	27.5	23.6	-13.2
Neosho CCC	25.4	23.5	-7.5
Pratt CCC	24.9	22.7	-8.8
Seward CCC	23.1	22.6	-2.2
OVERALL[3]	24.0	23.2	-3.3%

Notes:
1. "nd" means "no data" on this and all following tables.
2. Data for Fort Hays State University on this and following tables are for fall, 1980.
3. Overall averages on this and all following tables are weighted averages calculated for the total number of subjects for which the data for the characteristic of concern were available.
4. Data for Kansas Technical Institute on this and following tables are medians and not included in calculation of overall averages.

Table 6

AVERAGE ACT SCORES OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED AT STATE UNIVERSITIES, FALL 1979-1983

	Average ACT Fall 1979	Average ACT Fall 1983	Percent Change Fall 1979-1983
At State University:			
Univ. of Kansas	20.8	21.0	+1.0%
Kansas State Univ.	nd	20.6	--
Wichita State Univ.	19.3	18.9	-2.1
Emporia State Univ.	17.4	18.2	+4.6
Pittsburg State Univ.	nd	19.5	--
Fort Hays State Univ.	17.9	17.3	-3.4
Kansas Technical Inst.	nd	20.9	--
OVERALL	18.8	20.2	+7.4%
From Kansas Community College1:			
Allen CCC	19.1*	20.1	+5.2%
Barton CCC	19.6	20.5	+4.6
Butler CCC	18.7	19.0	+1.6
Cloud CCC	20.8*	20.9	+0.5
Coffeyville CC	16.9*	19.8	+17.2
Colby CC	18.3	19.9	+8.7
Cowley CCC	20.3*	21.5	+5.9
Dodge City CC	18.7	19.3	+3.2
Fort Scott CC	20.2*	20.3	+0.5
Garden City CC	18.1*	18.4	+1.7
Highland CC	17.4*	20.8	+19.5
Hutchinson CC	18.7	19.6	+4.8
Independence CC	16.5*	20.7	+25.5
Johnson CCC	18.9	20.6	+9.0
Kansas City CC	19.6*	20.5	+4.6
Labette CC	20.5*	19.7	-3.9
Neosho CCC	17.1*	20.2	+18.1
Pratt CCC	18.7*	19.8	+5.9
Seward CCC	18.6*	21.0	+12.9
OVERALL	18.8	20.2	+7.4%

Note: 1. Average ACT scores for some institutions were calculated on very few cases for fall, 1979 data. Reported averages calculated of fewer than 50 cases are noted with an asterisk (*).

Table 7

AVERAGE GPA OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED AT STATE UNIVERSITIES, FALL 1979-1983

	Average GPA Fall 1979	Average GPA Fall 1983	Percent Change Fall 1979-1983
At State University:			
Univ. of Kansas	2.57	2.65	+3.1%
Kansas State Univ.	nd	2.53	--
Wichita State Univ.	2.66	2.57	-3.4
Emporia State Univ.	2.60	2.70	+3.8
Pittsburg State Univ.	nd	2.81	--
Fort Hays State Univ.	2.87	2.81	-2.1
Kansas Technical Inst.	nd	2.60	--
OVERALL	2.66	2.62	-1.5%
From Kansas Community College:			
Allen CCC	2.56	2.74	+7.0%
Barton CCC	2.89	2.80	-3.1
Butler CCC	2.57	2.64	+2.7
Cloud CCC	2.91	2.65	-8.9
Coffeyville CC	2.35	2.50	+6.4
Colby CC	2.87	2.76	-3.8
Cowley CCC	2.69	2.52	-6.3
Dodge City CC	2.76	2.54	-8.0
Fort Scott CC	2.51	2.52	+0.4
Garden City CC	2.76	2.62	-5.1
Highland CC	2.24	2.66	+18.8
Hutchinson CC	2.68	2.58	-3.7
Independence CC	2.59	2.54	-1.9
Johnson CCC	2.63	2.61	-0.8
Kansas City CC	2.57	2.59	+0.8
Labette CC	2.57	2.80	+8.9
Neosho CCC	2.54	2.73	+7.5
Pratt CCC	2.67	2.59	-3.0
Seward CCC	2.63	2.47	-6.1
OVERALL	2.66	2.62	-1.5%

Table 8

AVERAGE TRANSFER HOURS OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED AT STATE UNIVERSITIES, FALL 1979-1983

	Average Transfer Hours Fall 1979	Average Transfer Hours Fall 1983	Percent Change Fall 1979-1983
At State University:			
Univ. of Kansas	36.2	29.8	-17.7%
Kansas State Univ.	nd	29.5	--
Wichita State Univ.	43.4	41.6	-4.1
Emporia State Univ.	42.0	46.2	+10.0
Pittsburg State Univ.	nd	nd	--
Fort Hays State Univ.	nd	nd	--
Kansas Technical Inst.	nd	4.1	--
OVERALL	40.2	32.9	-18.2%
From Kansas Community College:			
Allen CCC	43.4	41.7	-3.9%
Barton CCC	37.1	33.0	-11.1
Butler CCC	40.9	40.6	-0.7
Cloud CCC	47.2	34.7	-26.5
Coffeyville CC	44.3	45.8	+3.4
Colby CC	42.6	35.8	-16.0
Cowley CCC	32.9	31.1	-5.5
Dodge City CC	37.7	39.5	+4.8
Fort Scott CC	39.7	32.3	-18.6
Garden City CC	50.7	40.8	-19.5
Highland CC	34.7	21.6	-37.8
Hutchinson CC	47.6	43.1	-9.5
Independence CC	41.8	39.9	-4.5
Johnson CCC	32.5	24.4	-24.9
Kansas City CC	41.5	35.3	-14.9
Labette CC	34.7	36.9	+6.3
Neosho CCC	38.4	32.1	-16.4
Pratt CCC	46.3	35.4	-23.5
Seward CCC	48.5	33.0	-32.0
OVERALL	40.2	32.9	-18.2%

Table 9

AVERAGE CREDIT HOURS COMPLETED AT THE UNIVERSITY
DURING CURRENT SEMESTER BY FORMER KANSAS COMMUNITY COLLEGE STUDENTS
IN STATE UNIVERSITIES, FALL 1979-1983

	Average Hours Completed Fall 1979	Average Hours Completed Fall 1983	Percent Change Fall 1979-1983
At State University:			
Univ. of Kansas	12.5	12.5	0.0%
Kansas State Univ.	nd	13.6	--
Wichita State Univ.	9.2	9.0	-2.2
Emporia State Univ.	11.0	12.6	+14.5
Pittsburg State Univ.	nd	12.6	--
Fort Hays State Univ.	12.6	11.9	-5.6
Kansas Technical Inst.	nd	11.5	--
OVERALL	11.3	12.4	+9.7%
From Kansas Community College:			
Allen CCC	10.5	12.9	+22.9%
Barton CCC	12.0	12.4	+3.3
Butler CCC	8.8	10.0	+13.6
Cloud CCC	11.2	13.1	+17.0
Coffeyville CC	10.6	12.5	+17.9
Colby CC	11.7	12.4	+6.0
Cowley CCC	10.3	11.4	+10.7
Dodge City CC	11.5	12.1	+5.2
Fort Scott CC	11.5	12.3	+7.0
Garden City CC	11.6	12.4	+6.9
Highland CC	10.5	13.2	+25.7
Hutchinson CC	11.3	11.7	+3.5
Independence CC	10.7	12.3	+15.0
Johnson CCC	12.5	13.0	+4.0
Kansas City CC	11.6	11.9	+2.6
Labette CC	9.7	12.1	+24.7
Neosho CCC	10.8	12.2	+13.0
Pratt CCC	10.9	12.5	+14.7
Seward CCC	11.3	11.7	+3.5
OVERALL	11.3	12.4	+9.7%

TABLE 10

SEX, COLLEGE LEVEL AND UNIVERSITY SCHOOL/COLLEGE OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1979-1983

	Fall 1979[1]	Fall 1983	Fall 1979-83 Change Number	Fall 1979-83 Change Percent
Sex:				
Male	3621	5356	1735	+47.9%
Female	3083	4701	1618	+52.5
Level:				
Freshman	686	1329	643	+93.7
Sophmore	1293	2103	810	+62.6
Junior	1893	2881	988	+52.2
Senior	1861	3605	1744	+93.7
Other Undergraduates	110	139	29	+26.4
School/College:				
Liberal Arts and Science	1898	3446	1548	+81.6
Business	1065	1741	676	+63.5
Education	610	979	369	+60.5
Engineering	582	1053	471	+80.9
Technology	36	108	72	+200.0
Agriculture	385	567	182	+47.3
Home Economics	66	140	74	+112.1
Allied Health	193	247	54	+28.0
Nursing	27	82	55	+203.7
Pharmacy	21	47	26	+123.8
Fine Arts	116	189	73	+62.9
Architecture	82	120	38	+46.3
Journalism	66	140	74	+112.1
Social Welfare	26	43	17	+65.4
Other	165	207	42	+25.5

Note: 1. Some data for fall, 1979 were not available, and the most appropriate available data were substituted to allow calculations of change over time: fall, 1982 data on "sex" were substituted for fall, 1979 data at Kansas State University; fall, 1981 data on "level", "school/college" and "sex" were substituted for fall, 1979 data at Pittsburg State University; and data were unavailable for "school/college" at Fort Hays State University for fall, 1979 and fall, 1983 and were simply omitted for both years.

Methodology

Each state university in Kansas identified all former Kansas community college students enrolled in fall, 1984. Random samples of these students were drawn at the three larger Regents universities, and total populations were selected for the three smaller universities and the technical institute. A survey asking these students to evaluate their experiences at both the community colleges and the state universities that they had attended was then mailed to each student selected for the study, and standard follow-up procedures were implemented.

Results

Responses were received from 1,447 of the 3,694 students surveyed, for a response rate of approximately 40 percent:

1. Students were generally quite satisfied with most specific aspects of their community college and university experiences. Former community college and currently enrolled state university students indicated that they were not dissatisfied with any of the 23 aspects of the institutions identified on the survey. They were explicitly "satisfied" with 70 percent of these, ranging from "quality of instruction" to "on-campus housing."

   * In order, former Kansas community college students were most satisfied with the following aspects of these community colleges:

     -- helpfulness of faculty
     -- size and atmosphere
     -- helpfulness of support staff
     -- classes scheduled conveniently
     -- experiences with other students
     -- quality of instruction

     (See Table 11.)

   * In order, currently enrolled students in the state universities of Kansas were most satisfied with the following aspects of these universities:

     -- variety of courses
     -- facilities
     -- library services
     -- experiences with other students
     -- student activities
     -- size and atmosphere
     -- qualifications of faculty

     (See Table 11.)

* Those areas in which students' ratings indicated that both types of institutions could use improvement included food service, job placement services, financial aid, counseling and academic advising. (See Table 11.)

* Student ratings of community colleges and state universities clearly reflected the different strengths of both types of institutions -- the more specific focus on teaching of the smaller community colleges, and the greater variety and diversity of services provided by the larger state universities.

2. Students were quite satisfied with their experiences provided at both the Kansas community colleges and the state universities:

* Students perceived the "overall preparation for the university" that had been provided by the community college as follows:

60.9 percent, "very satisfied" and "satisfied"
24.3 percent, "neither satisfied nor dissatisfied"
14.7 percent, "dissatisfied" and "very dissatisfied"

(See Table 12.)

* Although the students surveyed had not yet entered careers or graduate school, they perceived their "overall preparation for career and graduate school" that was being provided by the university as follows:

73.3 percent, "very satisfied" and "satisfied"
19.7 percent, "neither satisfied nor dissatisfied"
7.1 percent, "dissatisfied" and "very dissatisfied"

(See Table 12.)

* Similar percentages indicated that these students would again overwhelmingly choose to attend the same Kansas public institutions, if they had the opportunity to start their higher education over again.

68.9 percent, "definitely" or "probably would attend" the Kansas community college if starting over again
73.0 percent, "definitely" or "probably would attend" the Kansas state university if planning their education again

(See Table 13.)

3. Students did not report having any major difficulties transferring from a Kansas community college to a Kansas state university that was reflected either in loss of transfer credit hours or in "transfer shock," as indicated by lower grade point averages earned during their first semester at the university.

   * On the average, students reported transferring 3.2 credit hours fewer to the university than they had completed at the community college. That is, students completed the equivalent of one course at the community college that for some reason was not counted toward degree requirements at the university. (See Table 14.)

   * Grade point averages that students reported earning their first semester at the university were approximately 0.3 (three-tenths of a grade point) lower than those they reported having previously earned at the community college. This is equivalent to a plus or minus of a letter grade on a 4.0 grading scale, and it is less than the loss of 0.5 (five-tenths of a grade point) that is most commonly reported in other studies nationwide. (See Table 15.)

4. Also, students did not report that they had major difficulty making the transition to the university from the community college, though they did indicate the areas in which they were most likely to have experienced some difficulty during their first semester at the university.

   * Transfer students were most likely to experience difficulty in making the various financial arrangements necessary to pay for their educational and living expenses. Over 40 percent indicated that they had difficulty paying for tuition, books and other educational expenses, and over 40 percent of those who tried also had considerable difficulty finding a job or arranging for financial aid to help defray these costs. (See Table 16.)

   * Over 35 percent of the students reported having some difficulty getting good academic advising, and a similar percentage had trouble identifying to whom to go for help. (See Table 16.)

   * Overall, the most commonly experienced difficulties reported by students were, as might be expected, related to budgeting time and keeping up academically. Fewer than a quarter of all responding students indicated that budgeting time for studies and various responsibilities and activities was easy. (See Table 16.)

Table 11

AVERAGE SATISFACTION RATINGS[1] OF SELECTED CHARACTERISTICS OF INSTITUTIONS ATTENDED BY FORMER KANSAS COMMUNITY COLLEGE STUDENTS AND CURRENTLY ENROLLED STATE UNIVERSITY STUDENTS, FALL 1984

	Satisfaction Ratings[1] of Kansas Community Colleges	Satisfaction Ratings[1] of State Universities
Characteristics:		
Quality of instruction	3.91	3.85
Variety of courses	3.68	4.22
Rigor of instruction	3.51	3.81
Qualifications of faculty	3.87	3.98
Helpfulness of faculty	4.18	3.68
Library services	3.80	4.11
Facilities	3.86	4.13
Equipment	3.76	3.97
Student activities	3.39	3.99
Size and atmosphere	4.07	3.99
Social life	3.67	3.97
Experiences with students	3.95	4.03
Academic advising	3.50	3.36
Job placement	3.28	3.39
Counseling services	3.49	3.40
Registration process	3.75	3.33
Availability of financial aid	3.71	3.16
Classes scheduled conveniently	3.96	3.47
Helpfulness of support staff	3.98	3.68
Food service	3.22	3.12
Bookstore services	3.51	3.69
Health services	3.32	3.89
On campus housing	3.41	3.66

Note: 1. Students rated their satisfaction with selected aspects of the institutions that they attended on a scale from 1 to 5 (1 = "very dissatisfied;" 5 = "very satisfied"). Average satisfaction ratings reported in this table should be interpreted as follows:

0.00 - 1.49 = very dissatisfied
1.50 - 2.49 = dissatisfied
2.50 - 3.49 = neither satisfied nor dissatisfied
3.50 - 4.49 = satisfied
4.50 - 5.00 = very satisfied

Table 12

RATINGS OF THEIR SATISFACTION WITH THE OVERALL PREPARATION PROVIDED BY THE INSTITUTIONS ATTENDED BY FORMER KANSAS COMMUNITY COLLEGE STUDENTS AND CURRENTLY ENROLLED STATE UNIVERSITY STUDENTS, FALL 1984

	Very Dissat-isfied	Dissat-isfied	Neither Satisfied Nor Dissat-isfied	Satisfied	Very Satisfied	Number of Responses	Response Rate for Item
Overall Preparation for University:							
Allen CCC	6.3%	20.3%	20.3%	46.9%	6.3%	64	nd
Barton CCC	2.9	9.6	20.2	51.9	15.4	104	nd
Butler CCC	1.0	19.4	23.5	39.8	16.3	98	nd
Cloud CCC	5.2	6.5	36.4	40.3	11.7	77	nd
Coffeyville CC	4.7	14.1	21.9	46.9	12.5	64	nd
Colby CC	2.7	0.0	10.7	60.0	26.7	75	nd
Cowley CCC	6.9	10.3	24.1	44.8	13.8	29	nd
Dodge City CC	1.6	11.1	27.0	36.5	23.8	63	nd
Fort Scott CC	9.4	15.1	18.9	49.1	7.5	53	nd
Garden City CC	3.3	6.7	31.7	50.0	8.3	60	nd
Highland CC	8.5	14.9	21.3	40.4	14.9	47	nd
Hutchinson CC	0.9	9.3	27.8	41.7	20.4	108	nd
Independence CC	0.0	17.3	32.7	42.3	7.7	52	nd
Johnson CCC	1.4	6.5	22.6	48.8	20.7	217	nd
Kansas City CC	6.0	11.9	28.4	41.8	11.9	67	nd
Labette CC	4.3	15.9	21.7	39.1	18.8	69	nd
Neosho CCC	4.0	20.0	24.0	34.0	18.0	50	nd
Pratt CCC	3.4	6.9	37.9	34.5	17.2	29	nd
Seward CCC	11.8	11.8	23.5	29.4	23.5	17	nd
TOTAL	3.5%	11.2%	24.3%	44.7%	16.2%	1343	
Overall Preparation for Career or Graduate School:							
Univ. of Kansas	2.1%	4.1%	13.8%	55.9%	24.1%	145	27.3%
Kansas State Univ.	1.8	5.4	20.1	49.3	23.4	278	42.8
Wichita State Univ.	4.6	11.5	29.9	44.8	9.2	87	27.3
Emporia State Univ.	1.7	5.2	20.8	49.4	22.9	231	37.6
Pittsburg State Univ.	1.3	5.1	19.0	52.2	22.5	316	41.8
Fort Hays State Univ.	1.1	5.0	20.2	52.5	21.3	282	36.8
Kansas Technical Inst.	0.0	0.0	0.0	66.7	33.3	18	31.0
TOTAL	1.7%	5.4%	19.7%	51.3%	22.0%	1197	32.4%

Table 13

STUDENTS' LIKELIHOOD OF ATTENDING INSTITUTIONS
PREVIOUSLY OR CURRENTLY ATTENDED, FALL 1984
(IF STARTING COLLEGE OVER AGAIN)

	Definitely Would Attend	Probably Would Attend	Uncertain	Probably Would Not Attend	Definitely Would Not Attend	Number of Responses
Community College:						
Allen CCC	31.8%	30.3%	13.6%	12.1%	12.1%	66
Barton CCC	39.1	25.5	13.6	12.7	9.1	110
Butler CCC	40.2	29.4	15.7	10.8	3.9	102
Cloud CCC	35.7	31.0	15.5	9.5	8.3	84
Coffeyville CC	39.7	28.6	4.8	11.1	15.9	63
Colby CC	40.0	32.5	17.5	8.8	1.3	80
Cowley CCC	43.8	34.4	9.4	3.1	9.4	32
Dodge City CC	43.3	32.8	11.9	3.0	9.0	67
Fort Scott CC	42.6	27.8	14.8	11.1	3.7	54
Garden City CC	36.1	24.6	14.8	14.8	9.8	61
Highland CC	40.4	25.0	9.6	11.5	13.5	52
Hutchinson CC	45.0	22.5	10.8	15.3	6.3	111
Independence CC	50.0	28.8	11.5	5.8	3.8	52
Johnson CCC	45.9	29.7	12.2	8.7	3.5	229
Kansas City CC	30.6	33.3	11.1	16.7	8.3	72
Labette CC	42.9	27.1	5.7	15.7	8.6	70
Neosho CCC	33.3	29.4	7.8	21.6	7.8	51
Pratt CCC	29.0	25.8	9.7	19.4	16.1	31
Seward CCC	16.7	38.9	22.2	11.1	11.1	18
TOTAL	40.1%	28.8%	12.2%	11.5%	7.4%	1405
State University:						
Univ. of Kansas	48.1%	30.5%	14.3%	5.2%	1.9%	154
Kansas State Univ.	46.2	32.4	13.7	5.7	2.0	299
Wichita State Univ.	23.7	30.9	20.6	18.6	6.2	97
Emporia State Univ.	36.3	32.1	19.6	8.3	3.8	240
Pittsburg State Univ.	39.6	36.3	15.9	5.8	2.4	328
Fort Hays State Univ.	35.6	35.6	19.7	6.1	3.1	295
Kansas Technical Inst.	26.3	47.4	15.8	5.3	5.3	19
TOTAL	39.2%	33.8%	17.0%	7.1%	2.9%	1432

Table 14

SELF-REPORTED AVERAGE CREDIT HOURS COMPLETED AT AND TRANSFERRED FROM KANSAS COMMUNITY COLLEGES BY FORMER STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1984

	Average Community College Credit Hours Completed	Average Community College Credit Hours Transferred	Average Credit Hours Lost in Transfer[1]
From Community College:			
Allen CCC	50.0	48.8	1.9
Barton CCC	53.0	47.7	5.8
Butler CCC	52.5	49.0	4.1
Cloud CCC	45.7	42.3	3.8
Coffeyville CC	54.8	54.3	2.4
Colby CC	51.0	45.3	6.1
Cowley CCC	51.8	46.7	4.2
Dodge City CC	54.1	48.9	5.0
Fort Scott CC	46.4	45.8	1.1
Garden City CC	50.0	42.9	6.1
Highland CC	38.8	35.7	2.2
Hutchinson CC	47.4	44.6	2.6
Independence CC	51.7	48.6	2.9
Johnson CCC	28.1	26.7	2.0
Kansas City CC	34.3	34.4	2.0
Labette CC	47.5	45.3	1.9
Neosho CCC	49.7	49.0	1.3
Pratt CCC	44.2	41.4	3.9
Seward CCC	41.8	43.9	1.1
OVERALL[2]	45.1	42.4	3.2
At State University:			
Univ. of Kansas	27.2	26.3	1.6
Kansas State Univ.	38.2	34.4	4.1
Wichita State Univ.	44.8	41.2	3.4
Emporia State Univ.	53.0	51.6	2.3
Pittsburg State Univ.	49.3	47.8	2.0
Fort Hays State Univ.	50.5	46.9	4.9
Kansas Technical Inst.	20.2	6.3	15.6
OVERALL[2]	44.7	42.1	3.2

Notes: 1. "Average Credit Hours Lost in Transfer" was the calculated average for all individuals for whom data were available, which is not necessarily the same as "Average Community College Credit Hour" minus "Average Community College Credit Hours Completed."

2. Overall averages were not identical when disaggregated by type of institution due to missing data.

Table 15

AVERAGE DIFFERENCE BETWEEN SELF-REPORTED COMMUNITY COLLEGE GRADE POINT AVERAGES AND GRADE POINT AVERAGES EARNED THE FIRST SEMESTER AT THE STATE UNIVERSITY BY FORMER KANSAS COMMUNITY COLLEGE STUDENTS, FALL 1984 ("TRANSFER SHOCK")

	Average Community College GPA	Average First Semester University GPA	Average Difference Between Community College and University GPA ("Transfer Shock")[1]
From Community Colleges:			
Allen CCC	3.37	3.07	-.28
Barton CCC	3.21	2.98	-.29
Butler CCC	3.32	2.94	-.43
Cloud CCC	3.16	2.88	-.28
Coffeyville CC	3.30	2.98	-.34
Colby CC	3.29	2.93	-.35
Cowley CCC	3.17	3.07	-.12
Dodge City CC	3.16	2.93	-.22
Fort Scott CC	3.44	3.00	-.47
Garden City CC	3.17	2.91	-.32
Highland CC	3.35	2.89	-.45
Hutchinson CC	3.09	2.95	-.18
Independence CC	3.37	2.79	-.55
Johnson CCC	2.99	2.81	-.18
Kansas City CC	2.98	2.69	-.30
Labette CC	3.41	3.17	-.25
Neosho CCC	3.24	3.09	-.21
Pratt CCC	3.39	3.10	-.36
Seward CCC	3.16	2.80	-.31
OVERALL	3.20	2.92	-.29
At State University:			
Univ. of Kansas	3.17	2.75	-.37
Kansas State Univ.	3.19	2.78	-.45
Wichita State Univ.	3.35	3.03	-.35
Emporia State Univ.	3.15	3.00	-.17
Pittsburg State Univ.	3.25	3.03	-.23
Fort Hays State Univ.	3.17	2.95	-.25
Kansas Technical Inst.	2.96	3.13	+.19
OVERALL	3.20	2.92	-.29

Note: 1. "Average Difference Between Community College and University GPA" was the calculated average for all individuals for whom data were available, which is not necessarily the same as "Average First Semester University GPA" minus "Average Community College GPA."

Table 16

STUDENTS' PERCEPTIONS OF THE EASE OR DIFFICULTY OF SELECTED TRANSITIONAL EXPERIENCES DURING THEIR FIRST SEMESTER AT THE STATE UNIVERSITY, FALL 1984

	Very Difficult	Difficult	Neither Difficult Nor Easy	Easy	Very Easy	Number of Responses
Making new friends	2.2%	12.1%	24.4%	42.0%	19.3%	1408
Keeping in touch with friends/ family	1.2	12.5	21.8	40.2	24.3	1290
Adapting to change social climate	2.2	15.1	28.7	39.4	14.7	1341
Budgeting time for studies/social life	7.5	35.1	31.4	21.1	4.9	1398
Budgeting time for studies/work/ family responsibilities	9.7	33.6	33.3	19.0	4.4	1279
Locating necessary university services	3.3%	18.7%	36.1%	34.3%	7.7%	1409
Getting classes needed/wanted to take	6.0	19.3	26.7	36.9	11.1	1425
Getting good academic advising	11.2	24.9	25.7	27.4	10.8	1403
Knowing who to go to for help	8.9	31.5	33.6	21.7	4.2	1409
Getting transfer credit hours accepted	5.5	14.6	22.6	39.2	18.2	1414
Completing the enrollment process	5.1	18.9	33.2	34.1	8.7	1422
Getting around campus	.5	4.9	20.0	55.2	19.4	1416
Keeping up with assignments	2.3%	26.2%	42.1%	23.3%	6.1%	1422
Understanding lectures	1.2	14.7	41.5	36.1	6.4	1411
Not having necessary study skills	6.5	22.3	44.9	20.2	6.1	1220
Adjusting to large classes	1.4	11.7	28.4	44.8	13.7	1347
Getting help with classes from instructors/professors	3.4	15.6	34.2	37.4	9.4	1408
Understanding assignments	1.2	12.1	45.4	35.5	5.9	1426
Keeping grades up	6.2	34.9	35.6	19.7	3.5	1411
Finding a job to help with expenses	16.0%	30.7%	23.1%	22.5%	7.7%	951
Arranging for financial aid	13.4	26.7	32.8	21.1	5.9	1094
Paying for tuition, books, ed. expenses	9.5	32.2	34.1	18.4	5.8	1389
Finding a place to live	1.4	7.7	22.6	37.2	31.2	1160
Getting transportation to/from campus	.7	4.2	18.6	48.5	28.1	1179

Table 17

SELECTED CAREER AND EDUCATIONAL OBJECTIVES OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1984

	Male	Female	Total	Percent
Career Choice:				
Advanced degree professions	46	39	85	6.1%
Allied health fields	16	95	111	8.0
Applied arts	17	37	54	3.9
Business operations, management	175	184	359	25.7
Office, clerical occupations	0	19	19	1.4
Sales	13	11	24	1.7
Social services	82	288	370	26.5
Technologies	148	43	191	13.7
Trades and crafts	24	1	25	1.8
Other	54	69	123	8.8
Don't know	18	17	35	2.5
TOTAL	593	803	1396	100.1
Highest Degree Planned:				
Associate's	9	12	21	1.5
Bachelor's	341	409	750	53.6
Master's Degree	185	309	494	35.3
Doctorate	29	43	72	5.1
Professional degree	31	24	55	3.9
I don't plan to earn a degree	3	4	7	0.5
TOTAL	598	801	1399	99.9

Methodology

Part three of the study was a retrospective, longitudinal study that selected groups of both native university and Kansas community college transfer students; followed them for up to eight semesters subsequent to selection; and noted their comparative academic performance, progress, graduation and persistence rates. However, only two of the six universities, the University of Kansas and Wichita State University, provided directly comparable data for this part of the study as designed. A third, Fort Hays State University, provided data that could not be incorporated into the combined results reported here, but which will be used in future analyses. Thus, this has seriously limited the generalizability of these initial results to the remaining colleges and universities in the state.

Two pairs of groups of native university students (those who had not previously attended another college or university) and transfer students (who had most recently attended a Kansas community college) were selected at comparable points in their academic careers. Students selected within each group were then followed for up to eight semesters (or through the equivalent of their fifth academic year of college study), and each group's average academic progress, performance, graduation and persistence rates were observed. Comparisons were then made between the paired groups of native university and community college transfer students on these performance criteria.

The two pairs of study groups were defined as follows:

Native University 1: A student enrolled for 12 or more credit hours during the fall of 1980, listing a Kansas high school as institution last attended, having transferred zero credit hours from another college or university, and having completed 24-36 credit hours at the university of residence.

Community College Transfer 1: A student enrolled for 12 or more credit hours during the fall of 1980, listing a Kansas community college as institution last attended, and having transferred a total of 24-36 credit hours to the university of residence.

and

Native University 2: A student enrolled for 12 or more credit hours during the fall of 1981, listing a Kansas high school as institution last attended, having transferred zero credit hours from another college or university, and having completed 54-66 credit hours at the university of residence.

Community College Transfer 2: A student enrolled for 12 or more credit hours during the fall of 1981, listing a Kansas community college as institution last attended, and having transferred a total of 54-66 credit hours to the university of residence.

The native university 1 and community college transfer 1 groups were selected in the fall of 1980 and followed each succeeding fall and spring semester through spring, 1984; the native university 2 and community college transfer 2 groups were selected in the fall of 1981 and followed each succeeding semester through spring, 1984.

Results

The results of part three of the retrospective analysis conducted at the two Regents universities were combined and summarized into the issues of 1) comparative academic performance, as measured by mean cumulative grade point averages of the study groups; 2) comparative academic progress, as measured by average cumulative credit hours earned toward a degree by the study groups; 3) comparative graduation rates, as measured by the percent of the original groups earning degrees; and 4) comparative persistence, as measured by the percent of the original groups either enrolled or graduated.

Caution: Because this part of the study was limited to only two of the six state universities, and because the research design resulted in the selection of undesirably small study groups of community college transfer students (as few as 65 and no more than 133 in any study group), the following results need to be interpreted in light of the substantial limitations of the data. While these results described phenomena at two institutions, they did not necessarily describe the comparability of native and community college transfer students at all of the state universities in Kansas.

1. Overall, the academic performance of native university students and community college transfers identified in part three of this study was substantially the same.

   * Community college transfers earned cumulative grade point averages somewhat lower than their native university counterparts during their first semesters at the university, but the transfers caught up each succeeding semester until they earned grade point averages quite comparable (within a tenth of a point) with those earned by university natives. (See Figure 9.)

   * Mean cumulative grade point averages earned by the students in each study group by their "senior year" were in the B- to B range, and were the same or higher than those earned by all undergraduates in their respective institutions.

2. Native university and community college transfer students progressed toward degrees at nearly identical rates.

   * All groups of native university and community college transfer students earned, on the average, 13-14 credit hours per semester toward their degrees at the university. (See Figure 10.)

   * This rate, as well as the average total credit hours earned after the equivalent of four academic years of college study, was comparable to the average rate of progress for all undergraduates at their respective universities.

3. Native university students earned degrees at higher rates than did community college transfers. However, the data itself suggested caution in interpreting these results.

   * In light of the previously noted result that native university and community college transfer students earned credit hours toward degrees at nearly identical rates, the result that natives graduated at substantially higher rates appeared paradoxical. However, the data suggested possible explanations. (See Figure 11.)

   * After an initial lag in the rate at which community college transfers earned degrees, they began to earn degrees at rates similar to native university students in each subsequent semester. The slopes of the lines in Figure 11 are essentially the same after the first year of university attendance by community college transfers. This lag appeared to be the result of attrition of community college transfers in their first year at the university.

   * There was also some evidence that community college transfers appeared to earn greater numbers of credit hours before qualifying for a degree than university natives. However, the data did not provide an explanation of the reasons for this apparent tendency.

   * Nonetheless, the overall graduation rates of native university students remained higher than the comparable rates for community college transfers during the semesters included in the study.

4. Native university students persisted at their respective universities at higher rates, overall, than transfers.

   * The lower persistence rates of community college transfers were in large part accounted for by the substantial attrition that occurred in all transfer study groups during the first year (before the start of the third semester) at the university. After transfers had survived into their second year in residence at the university, their persistence rates were generally quite comparable to their native counterparts. (See Figure 12.)

   * It is important to note that the groups of native university students to which the groups of transfers were compared had already survived at least one year at the university before being selected into the study groups, so the design of the study itself may have influenced this result. However, the groups of community college transfers were also "survivors" when selected into the study, having persisted through one and two years of college, respectively, before enrolling at the state university.

Summary Note: The results of this part of the study should be considered tentative given its substantial methodological limitations. Due to recent data base conversions and related technical difficulties, only two of the six state universities were able to provide complete and directly comparable data for this part of the study. A third provided preliminary data, which tended to confirm the results at the two institutions; nonetheless, the results could not be generalized to the other universities in the state -- particularly because the two participating institutions are, in important respects, different from each other and from the other four state universities.

Also, this study, particularly part three, appears to have raised as many questions as it has supplied definitive answers. For instance, it was not at all clear how students could have at the same time reported little or no difficulty transferring credit hours from Kansas community colleges to the state universities, earned comparable grades, made comparable progress toward degrees, reported few major difficulties making the transition from the community college to the university, but lagged substantially behind their native university counterparts in earning degrees. Thus, a major conclusion of the study necessarily was that more research, designed specifically to answer the questions raised by this study, needs to be conducted. Suggestions for further research are detailed in the "Agenda for Future Research" section of this report that follows on pink paper.

Figure 9
Comparative Academic Performance
of Native University and Community College Transfer Students at
Participating State Universities, Fall 1980 – Spring 1983

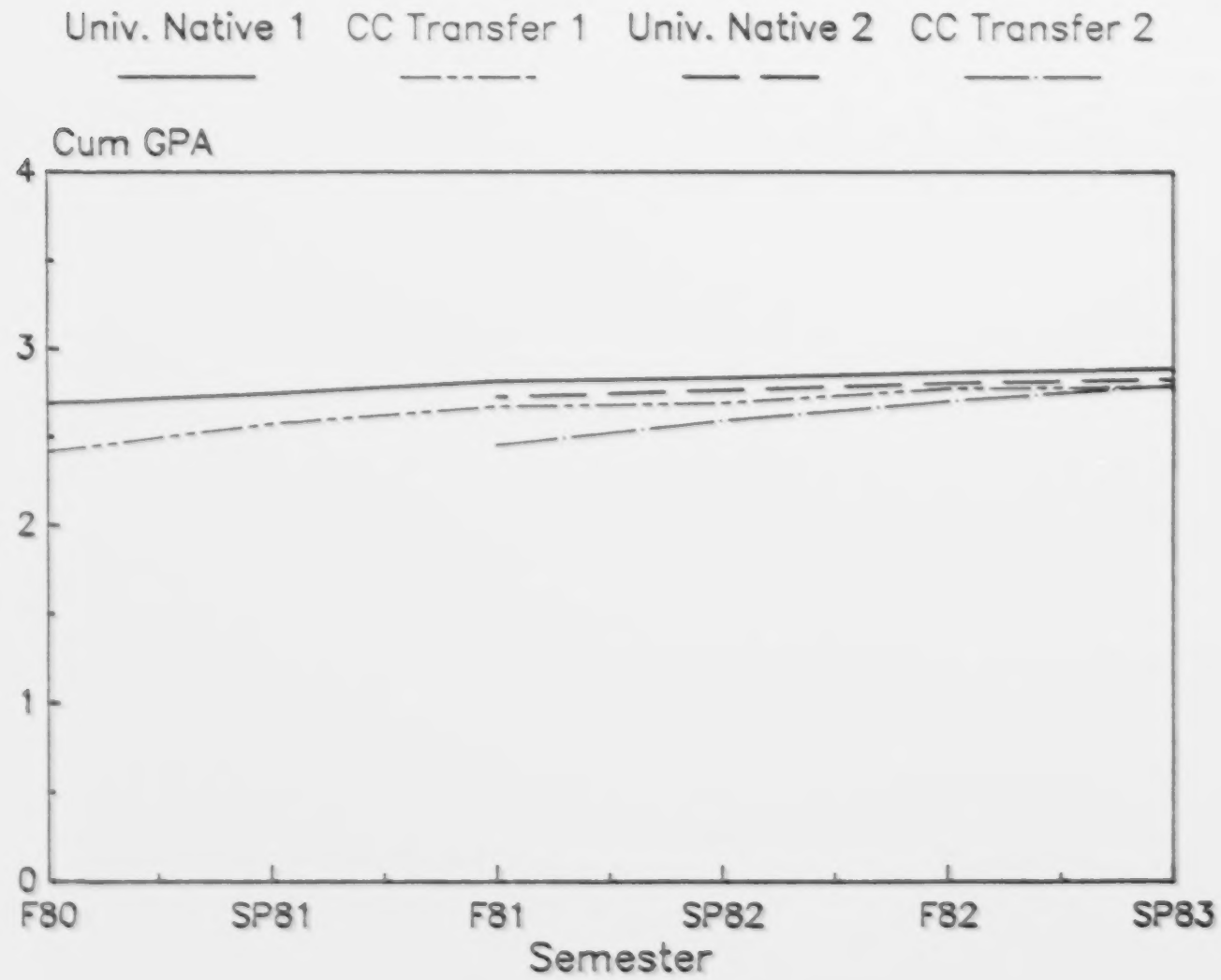


Figure 10
Comparative Academic Progress
of Native University and Community College Transfer Students at
Participating State Universities, Fall 1980 – spring 1983

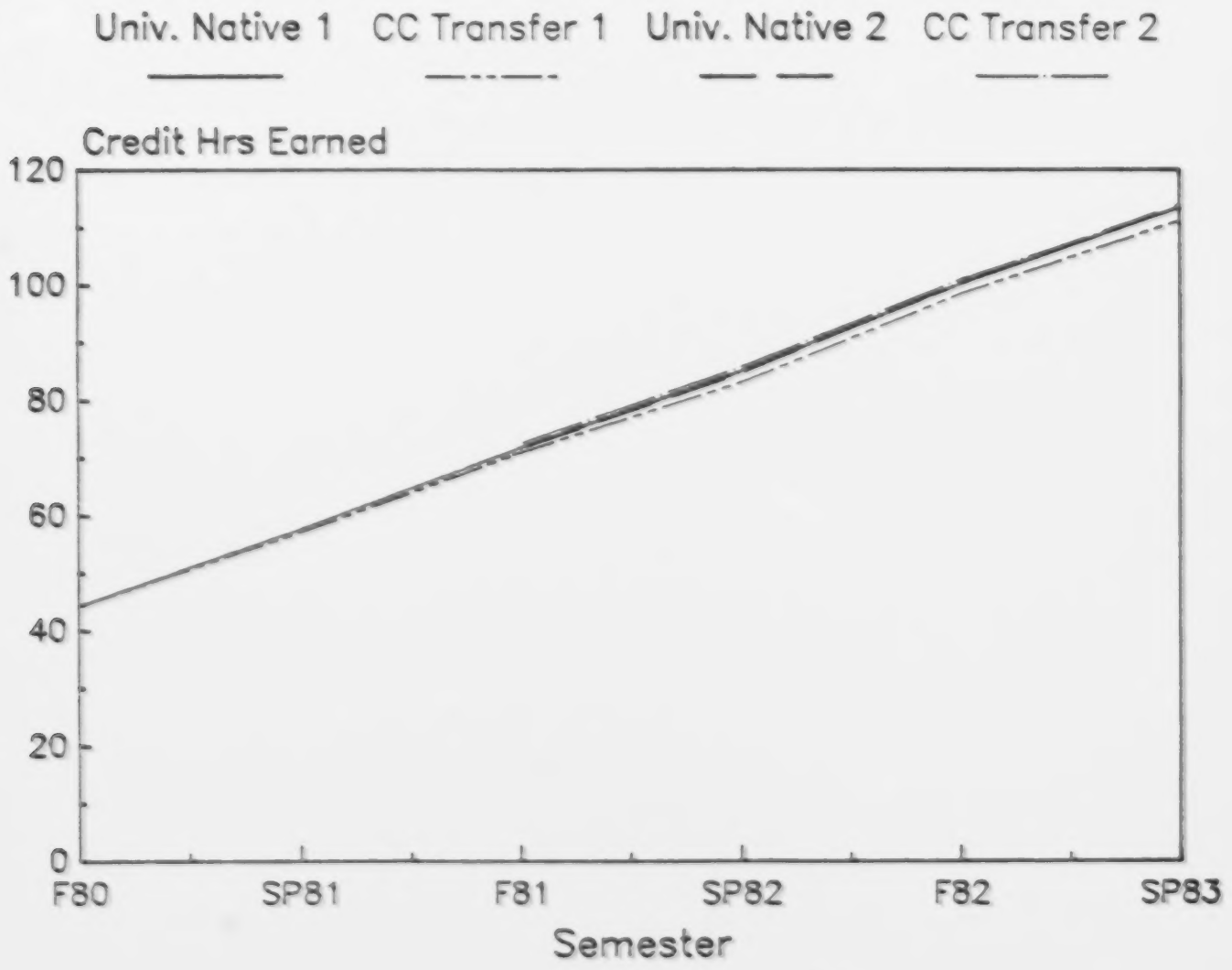


Figure 11
Comparative Graduation Rates
of Native University and Community College Transfer Students at
Participating State Universities, Fall 1982 – Spring 1984

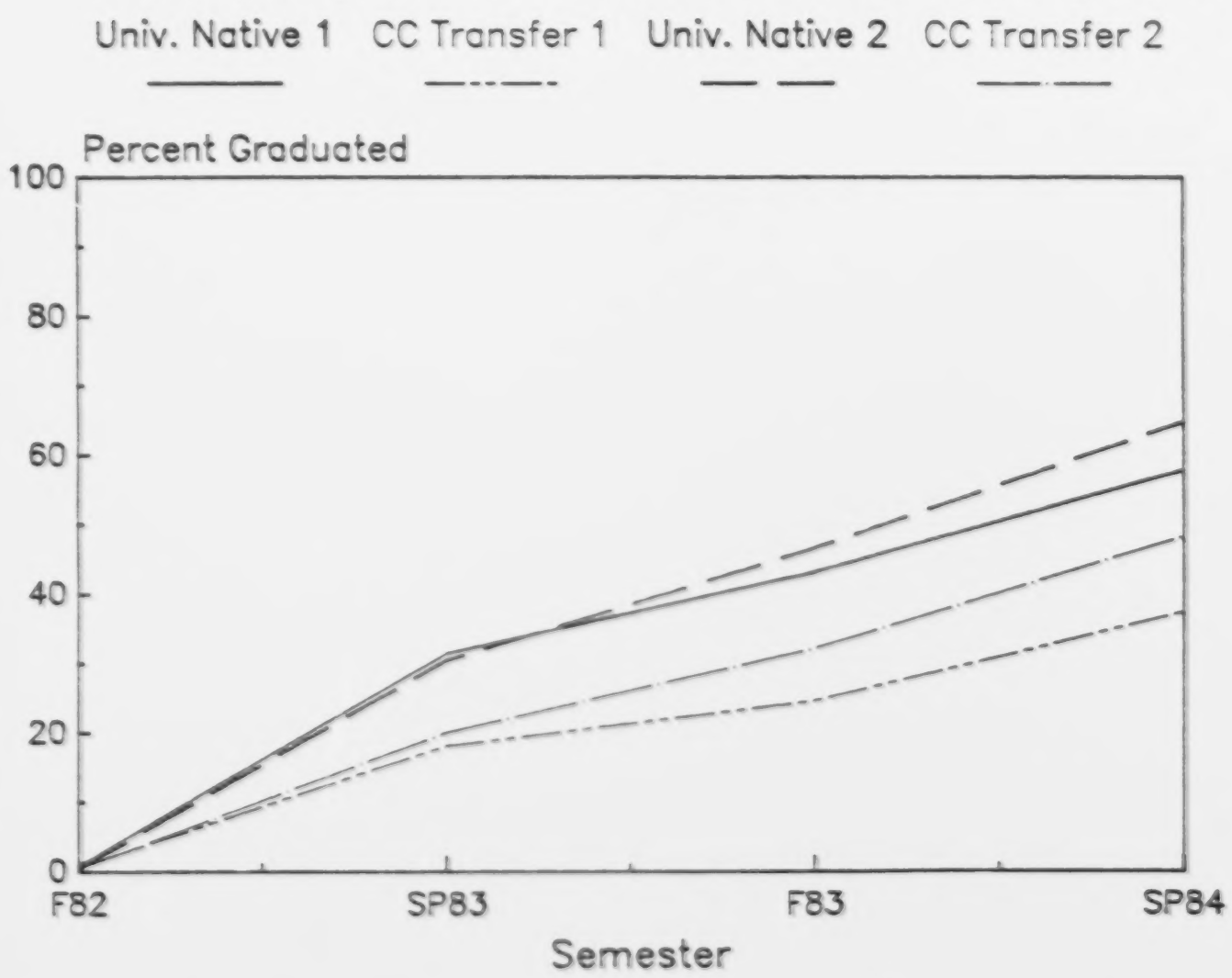
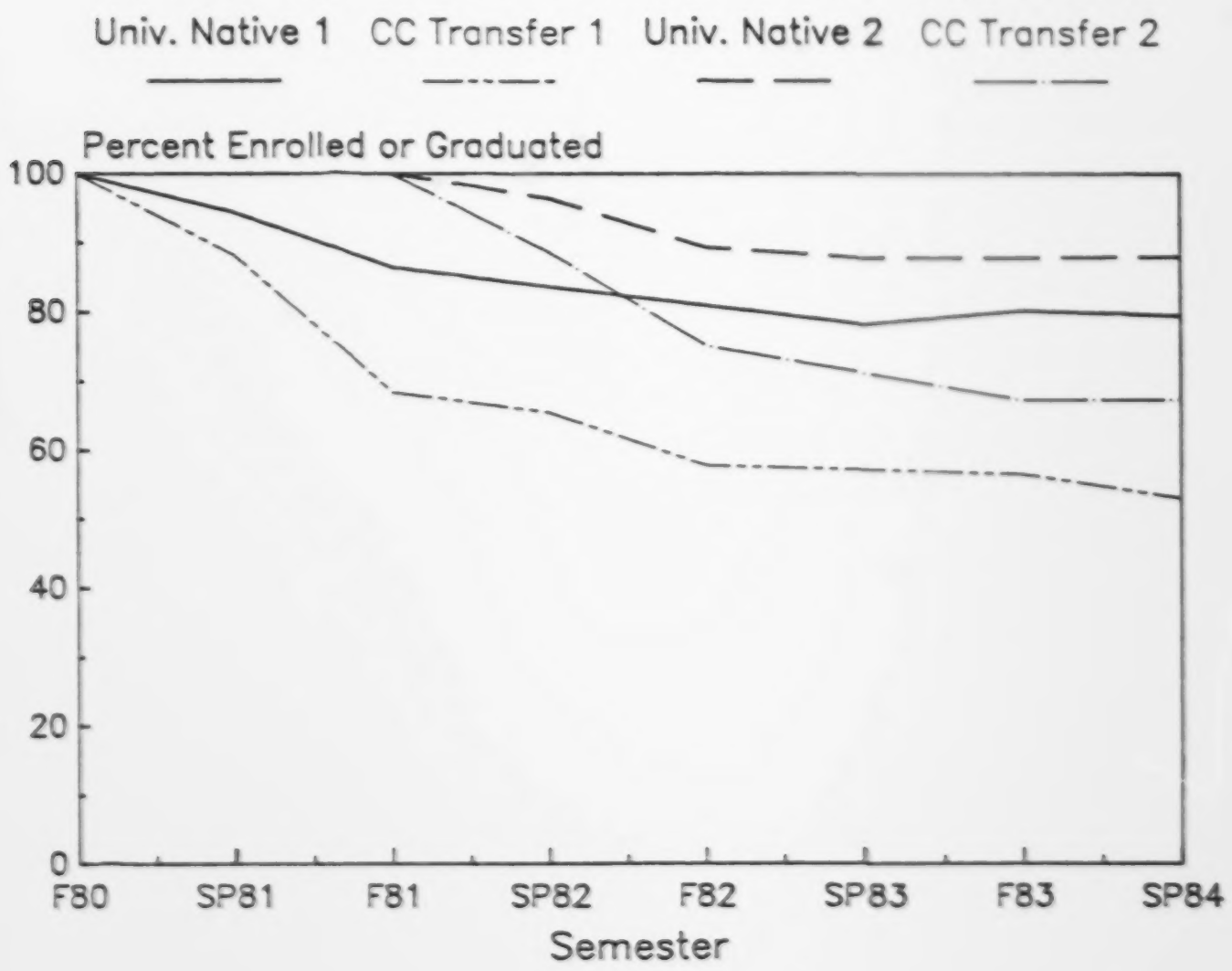


Figure 12
Comparative Persistence Rates
of Native University and Community College Transfer Students at
Participating State Universities, Fall 1980 – Spring 1984



AGENDA FOR FUTURE RESEARCH

The study as initially conducted provided substantive answers to some of the original research questions, though it also raised as many questions to be answered by future research. The following represents an agenda for future research that is currently being developed by the original sponsors of this research project and by the research group that conducted this study. This agenda is organized to correspond to the original three part design of the study.

Part One

First on the agenda is the improvement of part one of the study by completion of missing or insufficient data that have thus far limited its results. Specifically, reports need to be generated from the data bases at the six state universities for the fall 1984 and 1985 semesters to provide more complete historical comparisons and to confirm preliminary trends that have been identified in the study.

The definition of transfer students used in part one of this initial study was oversimplified to accommodate differences in the student data bases at the participating institutions. Different definitions that can focus on traditional "transfer" students and other subsets of the larger group reported here need to be developed and implemented to provide more definitive descriptions of various groups of community college transfers.

Part Two

Part two can be made more complete and descriptive by further disaggregation and analysis of existing survey data to discriminate key variables. Differences in student perceptions by institution, by length of experience at the community college or university, or by academic success could be examined to provide more explanatory results.

Also, surveys of students' perceptions and satisfaction with their community college experiences while still in residence at the community college before transfer could provide additional insight into their subsequent evaluations after transfer.

Part Three

However, the principal agenda for future research concerns completion, validation and extension of part three of the study. This agenda includes several suggested improvements in the current study as well as additional investigations.

1. First, the original study groups should be followed for at least one additional year to determine if these community college transfers simply took longer to graduate and would have graduated at rates more comparable to native university students if they had been given more time to do so.

2. A second important step to confirm the initial findings is to replicate part three of the study in some manner at the remaining state universities, either in future semesters when sufficient historical data becomes available on the data bases of these institutions, or by some equivalent manual process. In either case, completing part three of the study in some form at the remaining state universities remains necessary in order to generalize the results to the state system.

3. The initial results of part three also suggest revisions to improve the design of the study. First, selection criteria for the study groups need to be evaluated to determine if different but logically similar criteria would allow selection of larger groups of students whose academic performance, progress, persistence and graduation can be followed.

   Another revision that could provide more explanatory power to the study would be controlling for differences among the study groups in ACT scores, high school rank, or community college or university GPA.

4. Finally, the results of part three virtually demand further research to answer the most pressing question posed by the initial results: why do community college transfer students apparently graduate and persist at substantially lower rates than their native university counterparts?

   Replicating a revised design that included additional study groups, including native university students upon first entry into the university and transfers from other private and public colleges and universities, would determine if the sizable first-year attrition of community college transfers was related to their attendance at a Kansas community college or simply to the fact that students from any institution or background sustain similar attrition during their first year at a state university. In turn, the effect that first-year

attrition has on the graduation rates of community college transfers could be determined.

Also, the ambiguous and provocative initial results of part three suggest that research be conducted at different levels of analysis to answer more discrete questions of causation and motivation. Analysis of selected student records combined with student interviews could pinpoint specific programs of study, changes in majors, selected courses, departmental requirements, attendance patterns, financial difficulties, or other academic or demographic characteristics that may be responsible for community college transfers' graduating at lower rates than university natives, if in fact, they do graduate at lower rates. Such analysis could determine if community college students are simply less certain about their educational and career objectives, and therefore less likely to complete them or if community college transfers are simply different from university natives in ways that affect their ability to persist at the university. In any case, it is clear that the agenda for future research includes more discrete analysis of such data as student transcripts, other admissions and records material, and student interviews to provide explanations for the apparent results of part three.

This agenda is a logical extension of the current study. Each suggested research project can be accomplished by the original research group with the continued sponsorship and support of the presidents of the Kansas community colleges and the chief academic officers of the Kansas Regents universities.

IMPLICATIONS

This initial statewide study of former Kansas community college students who subsequently enrolled in a Kansas state university has important implications for public higher education in the state. The following represents an interpretation of the principal results of the study by the researchers who conducted it.

1. The study makes apparent that the movement of students from the community colleges to the state universities in Kansas is a sizable and growing phenomenon of major importance to both types of public institutions. This "transfer" phenomenon warrants the attention that is currently paid to it by officials at these institutions, and continued, possibly expanded, efforts should be made to monitor all pertinent aspects of the articulation of students among the public institutions of higher education in Kansas.

2. The research findings suggest that appropriate efforts should be made to improve, wherever possible, the orientation and socialization of community college transfer students at the state universities, and to facilitate the articulation of academic programs among these institutions. A variety of mechanisms might be examined that offer the potential to smooth the uninterrupted transition of students from the community college to the university and, particularly, to improve transfer students' retention through the first year at the university.

3. This initial attempt to examine the statewide transfer phenomenon comprehensively has yielded important insights into the size, characteristics and nature of the phenomenon. However, the study has raised as many questions as it has answered and should be considered an "initial" study. It is important to continue the cooperative research effort to answer these and other questions. It is particularly important to continue this research to provide an explanation for the lower comparative persistence and graduation rates of community college transfers identified at two of the state universities. The previously detailed agenda for future research needs to be pursued with the support of community college and university officials statewide.

4. Finally, the cooperative nature of the current research effort has provided benefits that extend beyond its results. As a result of this cooperative research project, not only researchers, but also academic administrators and institutional planners of both the community colleges and the state universities involved in

the project have come in contact, and they have taken away increased insight into the salient characteristics of and major issues at each others' institutions.

This effort has made efficient use of public resources and has drawn upon the shared expertise of the institutions of higher education in the state. Perhaps more importantly, this effort has encouraged and has been accompanied by related cooperative ventures among these public institutions, and in some ways has provided a context and a vehicle to explore other cooperative relationships among the community colleges and the universities. This project is an example of the certain fact that the total impact of a cooperative effort among public institutions is greater than the sum of the individual efforts of those institutions.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
DEC 13 1985